



ASSOCIAÇÃO PORTUGUESA  
DE PROFESSORES DE INGLÊS



# English Language Teaching Inspired by the Reggio Emilia Approach

Sandra Rodrigues  
January 2024





**Who are we?**



**KW chart**



**Reggio Emilia Approach**



**Practical Ideas**





Who are we?



**KW chart**



**Reggio Emilia Approach**



**Practical Ideas**

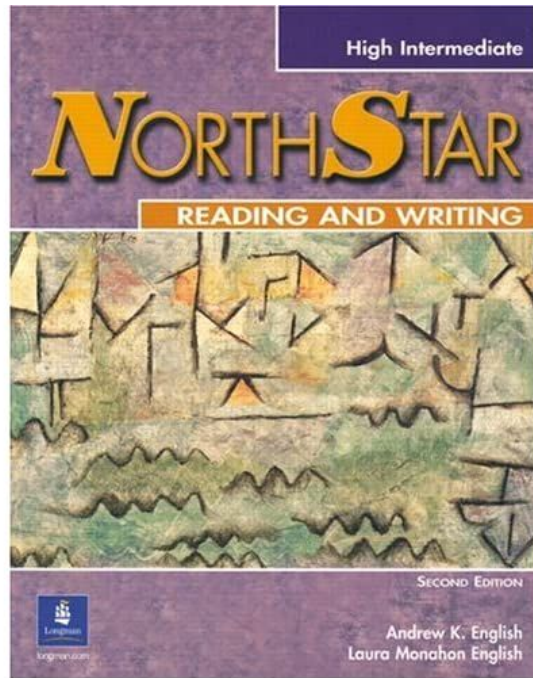
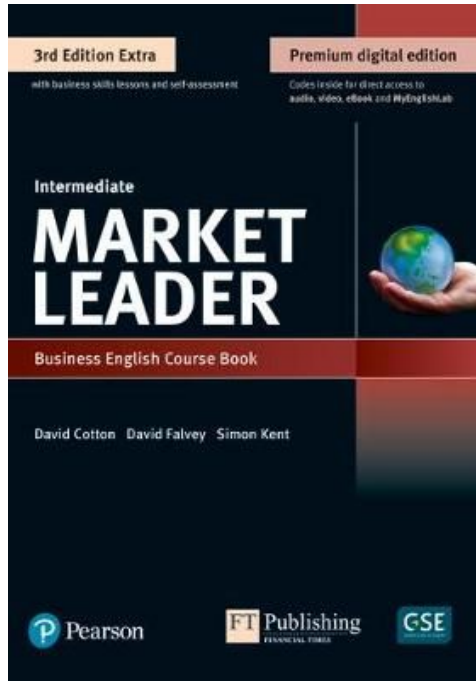
before we move on...



# English Language Teaching Inspired by the Reggio Emilia Approach

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January 2024





# 1999



# ICELT Syllabus

**Language Knowledge and Awareness**

**The Background to Teaching and Learning English**

**Resources and Materials**

**Planning and Management of Teaching and Learning**

**Evaluation, Monitoring and Assessment**

**Professional Development**

**Language for Teachers**



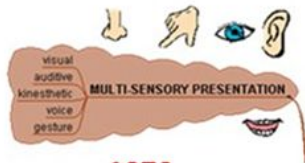
**1920**

The Reading  
Method



**1963**

Silent Way



**1970**

Suggestopedia



**1980**

Communicative  
Approach



**1990**

Lexical  
Approach

**2024**

**1800**

Grammar  
Translation

Patata



Potato

**1940**

Audio-Lingual  
'Army' Method



**1965**

Total Physical  
Response  
(TPR)



**1975**

Natural  
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**1985**

TBLT  
Task-Based  
Language Teaching



**1994**

CLIL  
Content & Language  
Integrated Learning

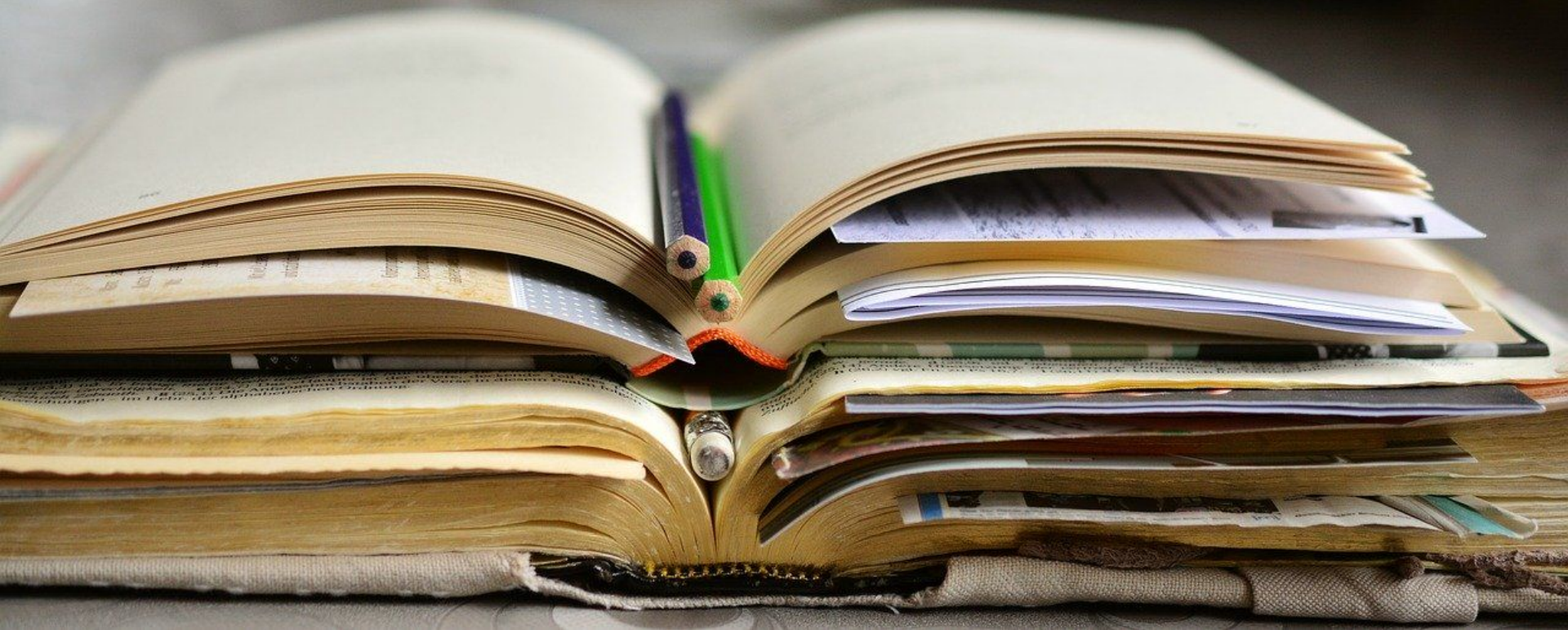






**How do children  
learn English?**

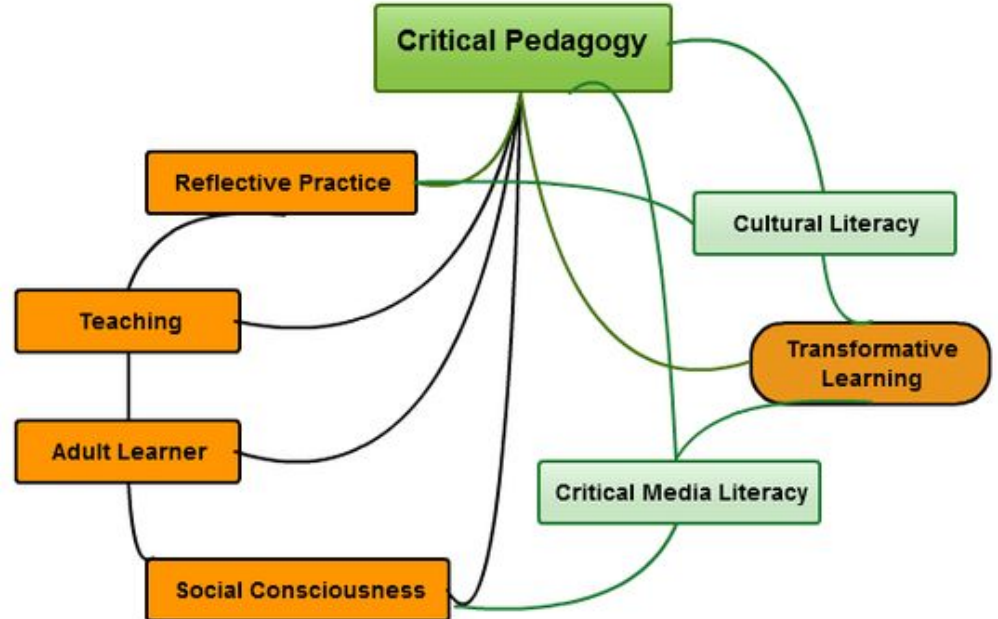
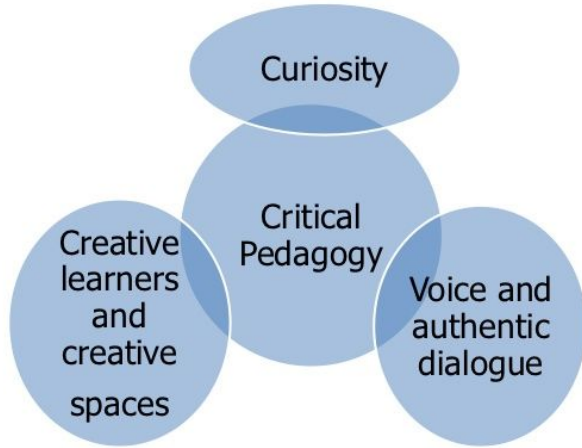
**How do  
children learn?**



**Bachelor in Pedagogy**  
**Affective learning and teaching**  
**Masters in Leading Professional Practice in Education**



# Principles of critical pedagogy







Who are we?



KW chart



**Reggio Emilia Approach**

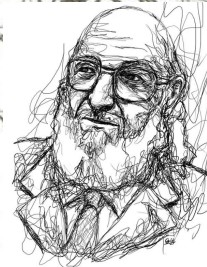


**Practical Ideas**



# Pedagogia da escuta

Pedagogy of Listening



# K-W-L Chart

Topic: \_\_\_\_\_

What I <b>K</b> now	What I <b>W</b> ant to Know	What I <b>L</b> earned

K

What do I know?

the causes:  
snow melt, earthquake  
huge wave  
tsunami  
hurricane

W

What do I want to know?

Who survived  
a Huge  
Flood

H

How do I find out?

ask google  
look in the book  
read book,  
ask the teacher.

L

What have I learned?

And Flood can  
go up to 20 Metres  
high

A

What action will I take?

I can find on  
google how is  
still alive that  
was present during  
a big Flood.

Q

What new questions do I have?

Why do not  
all countries near  
water have  
dams.

What damage  
different Flood  
can cause.  
help

Will I ever be  
alive to see a  
Flood

how I can  
find some one  
to talk to me  
and give me  
more info about Flood

What the  
after effect is  
for other people.  
Floods

See What  
Fund raisers  
there are for  
people in need  
after a Flood.

How does snow-  
melt effect Floods  
to make them  
happen?

What is the  
max. death  
during Flood.

What Floods  
as been in  
the Netherlands

What Fund  
raisers there  
are to help  
after Floods.  
(big Floods)

Floods normally  
damage (badly)  
small buildings  
and not tall  
buildings

What Fundraiser  
can I make to  
help with  
rebuilding houses.


Why do Floods  
happen in  
Australia.

places where  
Floods have  
been.



# K-W~~X~~Chart

Topic: \_\_\_\_\_

What I <b>K</b> now	What I <b>W</b> ant to Know	What I <del><b>X</b></del> ned
		



# K-W~~X~~Chart

Topic: \_\_\_\_\_

What I <b>K</b> now	What I <b>W</b> ant to Know	What I <del><b>X</b></del> ned
		



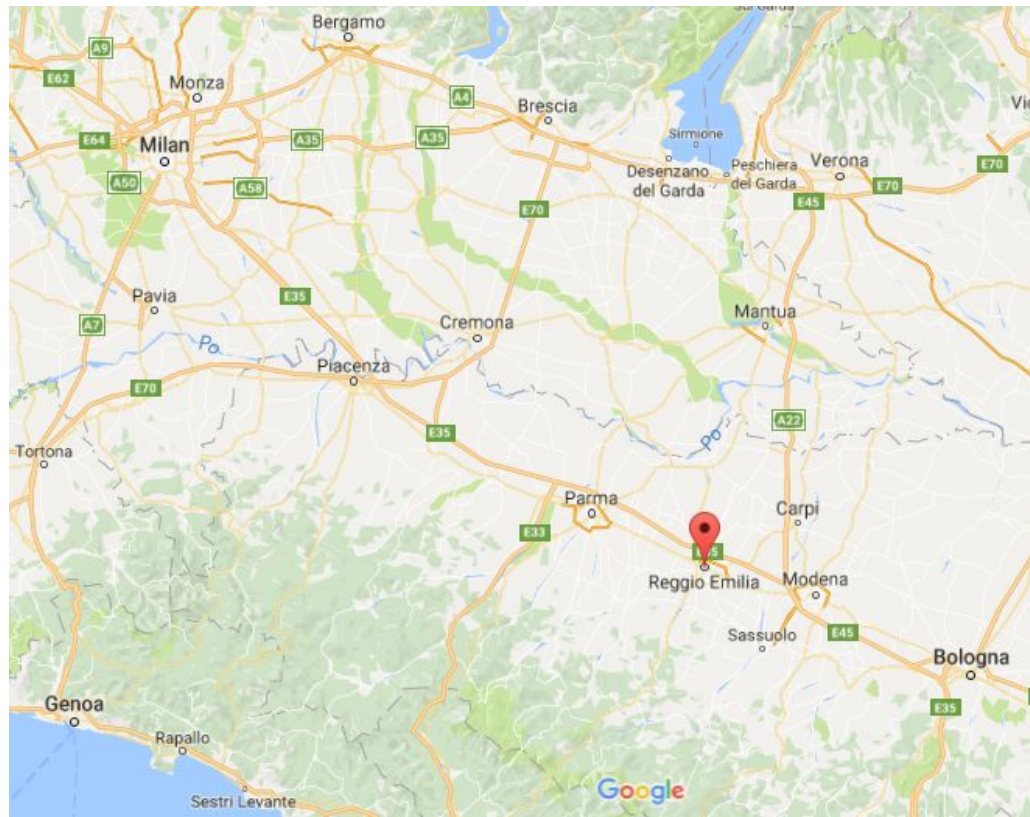


Reggio Emilia





170.000





NEWS

# 'A SCHOOL MUST REST ON THE IDEA THAT ALL CHILDREN ARE DIFFERENT'

BY NEWSWEEK STAFF ON 12/1/91 AT 7:00 PM

NEWS



The glass-walled Diana School in the northern Italian city of Reggio Emilia looks more like a cheerful greenhouse than a public kindergarten. Children's art is everywhere--on walls, painted on windows, hanging from the ceilings, spread across tables. There are ceramic tiles of sea horses, a mobile of human profiles made of wire and beads, and clay figurines of trees and leaves. Two dressing areas offer costumes for children who might want to "disguise" themselves for the day.

Until World War II, Reggio was known more for the quality of its wine and ham than for the excellence of its schools. But as the Germans retreated, the women of Reggio decided to build a school from the rubble. In Villa Cella, then a borough of Reggio, parents and children gathered stones and sand from the river, made bricks and hauled wood. In 1946



[Newsweek](#)

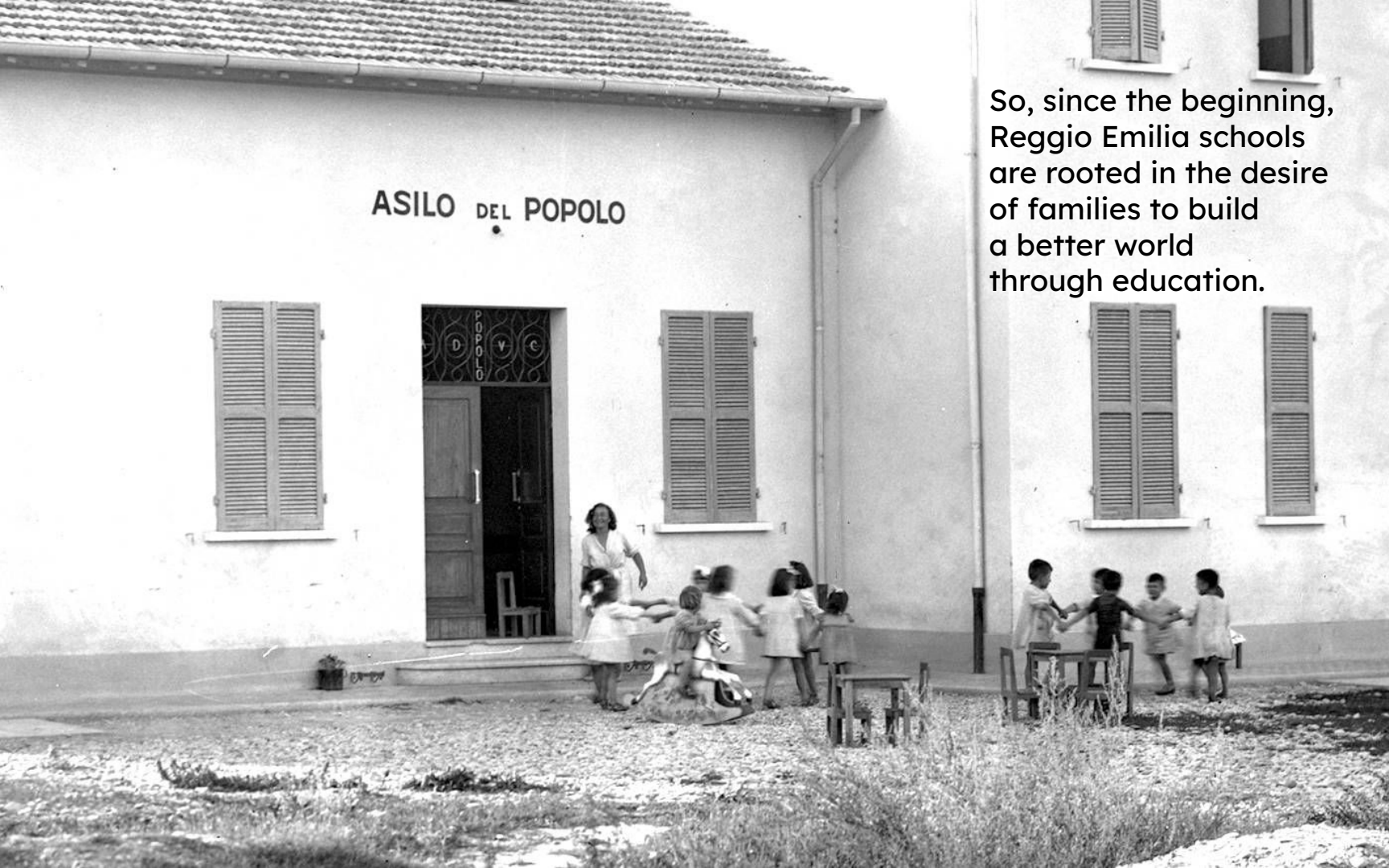
In 1946, right after the Second World War, in the village of Vila Cella, workers and merchants who had lost everything joined the new residents who settled there in order to build a school for young children.



The school was built with the sale of a war tank, six horses and three trucks, left by the Germans.

This initial movement involved the entire community, but especially the parents, as they had the desire to rebuild their own history and the possibility of a better life for their children.





ASILO DEL POPOLO

So, since the beginning,  
Reggio Emilia schools  
are rooted in the desire  
of families to build  
a better world  
through education.



UOMINI E DONNE. INSIEME.  
ABBIAMO COSTRUITO I  
MURI DI QUESTA SCUOLA.  
PERCHE' LA VOLEVAMO  
NUOVA E DIVERSA  
PER I NOSTRI FIGLI.

MAGGIO 1945  
DA UNA TESTIMONIANZA

© Scuole e Nidi d'infanzia – Istituzione del Comune di Reggio Emilia



© Scuole e Nidi d'infanzia – Istituzione del Comune di Reggio Emilia

IL SINDACO DI REGGIO EMILIA UGO BENASSI, INSIEME A LORETTA GIARONI ASSESSORE ALLA SCUOLA DAL 1967 AL 1975, INAUGURA LA SCUOLA COMUNALE DELL'INFANZIA  
XXV APRILE DOPO I LAVORI DI AMPLIAMENTO

ARCHIVIO SCUOLE E NIDI D'INFANZIA – ISTITUZIONE DEL COMUNE DI REGGIO EMILIA, 20 APRILE 1985



# Reggio Emilia Approach

The Reggio Emilia Approach® is an educational philosophy based on the image of a child with strong potentialities for development and a subject with rights, who learns through the hundred languages belonging to all human beings, and grows in relations with others.

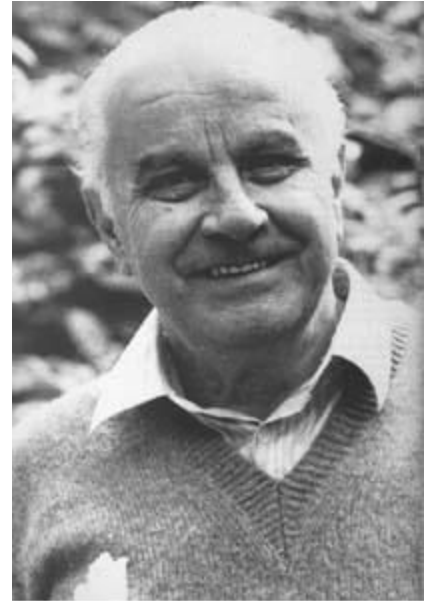


preschools.

The Reggio Emilia Approach is founded on:

- collegial and relations-based work for all workers
- the daily presence of a plurality of educators and teachers with children
- the atelier and the person of the atelierista
- in-school kitchens
- the environment as educator
- documentation for making creative knowledge processes visible
- the pedagogical and educational practice co-ordinating group
- the participation of families

**The child  
is made of one hundred.  
  
The child has  
a hundred languages  
a hundred hands  
a hundred thoughts  
a hundred ways of thinking  
of playing, of speaking.**



Loris Malaguzzi



Who are we?



KW chart



Reggio Emilia Approach



**Practical Ideas**

Expectations  
VS  
Reality!

2008







Università degli Studi di  
Modena e Reggio Emilia  
Dipartimento di  
Educazione e Scienze  
Umane

Istituzione Nidi e Scuole  
dell'Infanzia del Comune  
di Reggio Emilia

Reggio Children s.r.l.

Fondazione  
Internazionale "Loris  
Malaguzzi"

### Seminario

**"L'insegnamento delle lingue ai bambini e alle bambine brasiliane secondo il  
progetto *Smart Learning Brazil*: una prospettiva comparata con il *Reggio  
Approach*"**

**incontro con Sandra Rodrigues, educatrice brasiliana  
Martedì 2 maggio 2017**

**Università degli Studi di Modena e Reggio Emilia, Palazzo "Dossetti", viale Allegri 9**

### PRESENTAZIONE DELLA CONDUTTRICE

Sandra Rodrigues è educatrice e docente da 18 anni. E' la direttrice del progetto "Smart Learning Brazil", tramite il quale sviluppa strategie per lavorare con progetti educative ed è consulente di docenti e coordinatori nell'implementazione del Project-Based Learning (PBL). E' collaboratrice dei laboratori promossi dalla Oxford University Press per gli insegnanti e dei "corsi aperti" presso l'Istituto Singularidades e il São Paulo Open Center. Laureata in pedagogia, si è specializzata in campo educativo e nell'insegnamento della lingua inglese nell'età infantile adolescenziale. Ha recentemente conseguito una laurea magistrale in Pedagogia presso la Open University del Regno Unito.

### CONTENUTI DEGLI INCONTRI SEMINARIALI

Nei due incontri, con diversa curvatura a seconda dell'audience, saranno presentati e approfonditi i seguenti temi: 1. Brasile: paese, educazione e cultura dell'infanzia; 2. Prospettiva storica delle lingue straniere in Brasile; 3. L'insegnamento della lingua inglese ai bambini; 4. Tensione evolutiva; 5. La pedagogia dell'ascolto: con i bambini e gli insegnanti; 6. Il terzo educatore; 7. La documentazione pedagogica; 8. La partecipazione della comunità scolastica; 9. Il futuro.

Gli incontri si terranno in lingua italiana.

### EVENTI

**PRIMO INCONTRO SEMINARIALE.** Ore 12-13.30: incontro pensato per gli studenti e le studentesse del Dipartimento di Educazione e Scienze Umane (aula D2.8 ex aula 7)

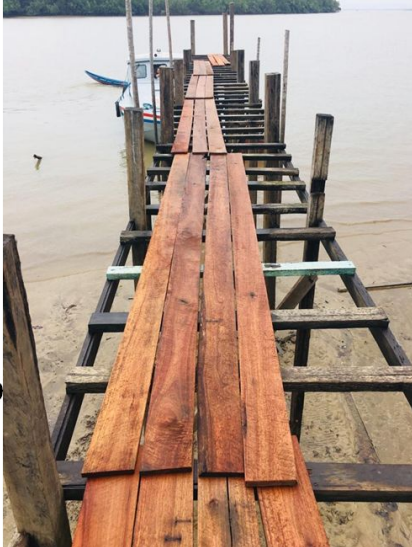
**SECONDO INCONTRO SEMINARIALE.** Ore 16.30-18.30: incontro pensato per le insegnanti di nido e scuola dell'infanzia del Comune di Reggio Emilia (aula D2.3 ex aula 10); sono previsti interventi a cura della Presidenza e della Direzione dell'Istituzione, di Reggio Children, della Fondazione "Loris Malaguzzi"  
Gli incontri sono in realtà aperti a chiunque sia interessato/a e voglia portare il suo contributo.





# Educational Emergencies in Brazil

Sandra Rodrigues  
Reggio Emilia - March 2019



Dipartimento di Scienze Umane  
The educational language of sustainability:  
interventions and development perspectives

## The Hundred Languages of Educators in Early Childhood Pedagogy

with Sandra Rodrigues



DATE  
TIME

Sat, December 17 2022  
16:45 (EST)







**Think out  
of the box!**

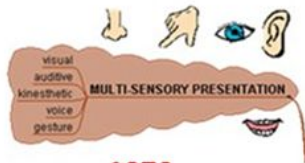
**What's  
inside  
the box?**



**1920**  
The Reading  
Method



**1963**  
Silent Way



**1970**  
Suggestopedia



**1980**  
Communicative  
Approach



**1990**  
Lexical  
Approach

**2024**

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Grammar  
Translation



**1940**  
Audio-Lingual  
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Total Physical  
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**1975**  
Natural  
Approach



**1985**  
TBLT  
Task-Based  
Language Teaching



**1994**  
CLIL  
Content & Language  
Integrated Learning



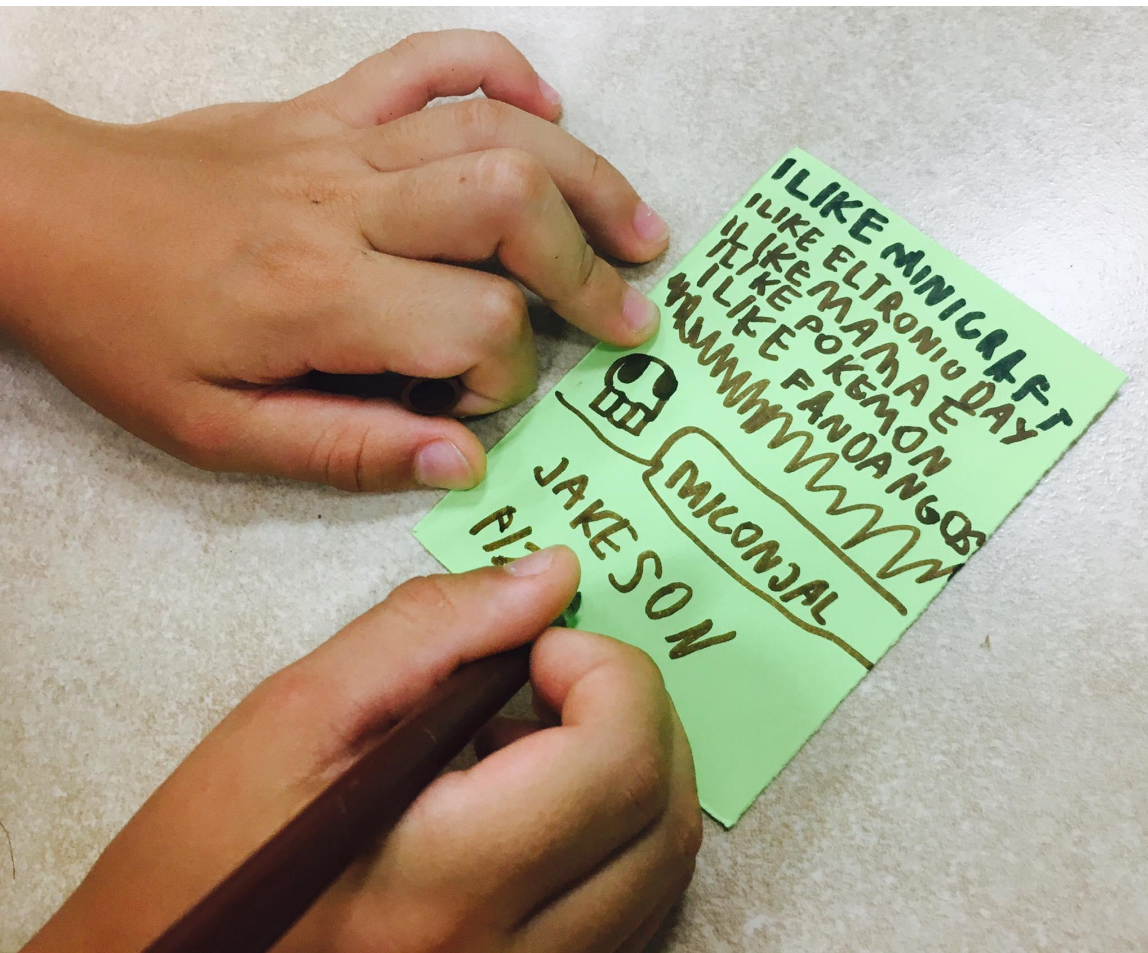
**Who are  
these  
kids?**



**How well  
do I know my students?**

**How often do I take into account  
their interests before/during  
a lesson?**

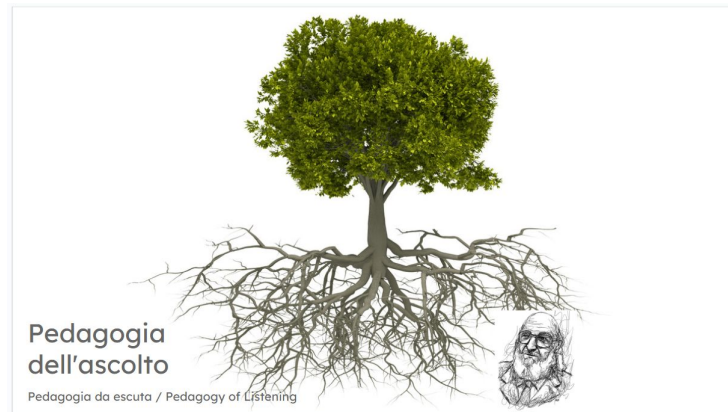




ILIKE MINICRAFT  
ILIKE ELTRONIC DAY  
ILIKE MAMA E DAY  
ILIKE POKEMON  
ILIKE FANDANGO  
ILIKE FANDANGO



MILONJAL  
JAKE SON  
PIZZA



Pedagogia  
dell'ascolto

Pedagogia da escuta / Pedagogy of Listening

I LIKE  
VIDEO GAME,  
POKEMON,  
COUNTRYPLAY GO,  
STAR WARS  
LEGO WARS  
MATHEUS

ILIKE ELVIS  
PLESLEI E  
OZZI OSBOR  
N.  
BY LUANA

I LIKE ROCK  
FUTEBOL AND  
COLD PLAY.  
GUSTAVO C.

ILIKE ENZO  
IPHONI  
IPE DI E  
VIDEO-GAME  
E PIZZA

ILIKE ROCK,  
FUTBALL, COUNTRY  
LOOPLAY, VIDEO  
GAME AND AN  
ERICAN STALE  
NT  
BY THIAGO

I LIKE, IPAD  
AND CREPUSCOLO  
DEGAPEGA  
TIA DRI  
BARILOCHE SU

I LIKE FUTEBOL  
ROCK, POKEMON  
GO, COUNTRY  
REF

NIKE MIKE DIKE  
E DAY  
CHOCOLATE

I LIKE MY  
LE, GRAVITY  
FALLS, MUSIC AND  
CHOCOLATE

I LI  
VIDE  
GA  
AND





How well  
do THEY know ME?



**the third  
educator**







**"There are three teachers  
of children: adults, other  
children, and their physical  
environment."**

**– Loris Malaguzzi**

**The environment is  
The Third Teacher.**







# MACARENA MONTHS

JANUARY, FEBRUARY

MARCH, APRIL

MAY, JUNE

JULY, AUGUST

SEPTEMBER, OCTOBER

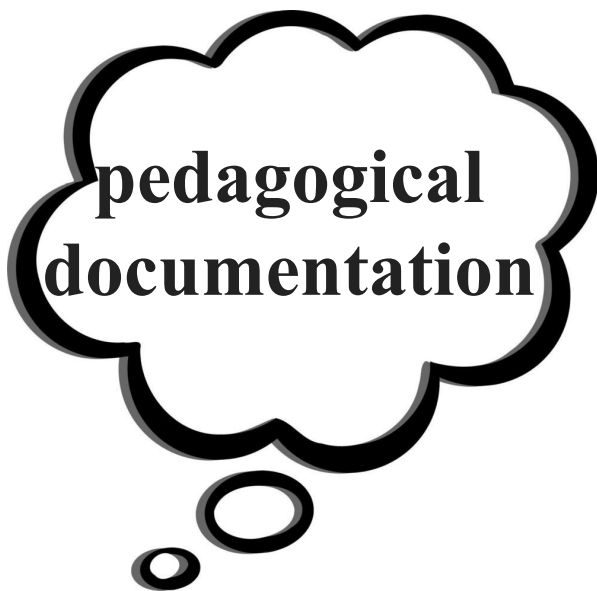
NOVEMBER, DECEMBER

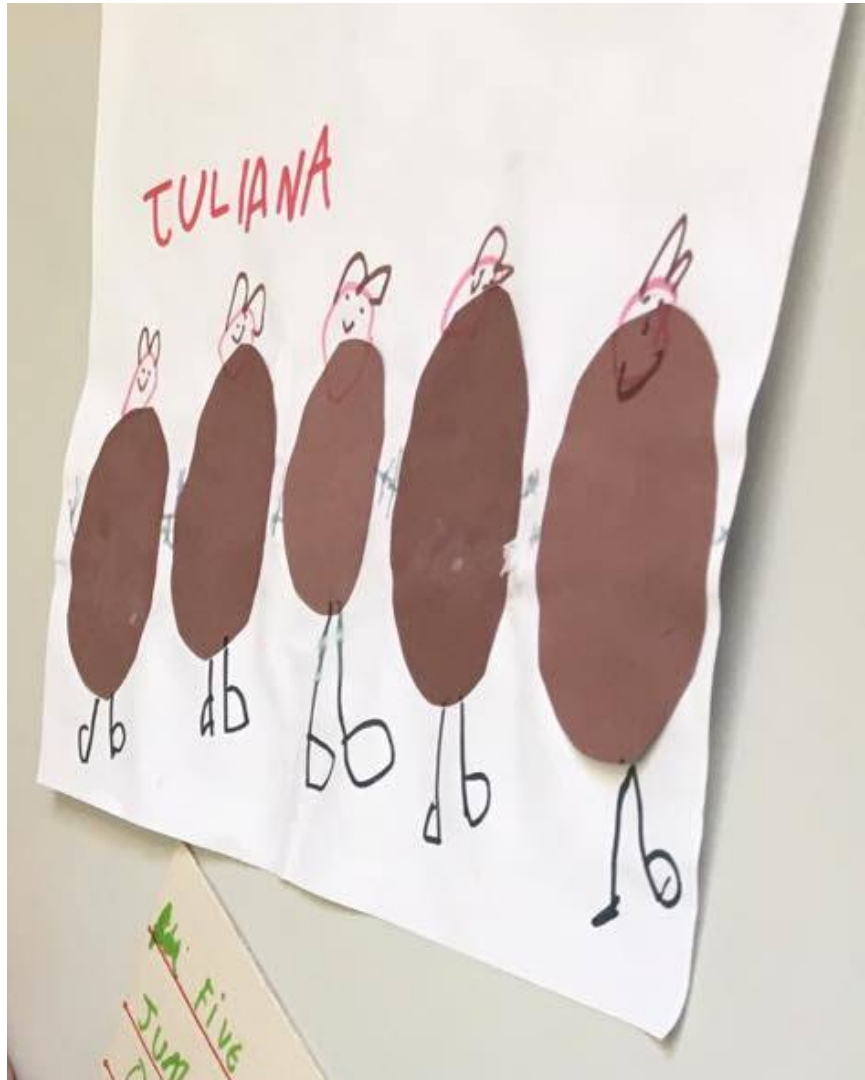
THEN YOU TURN AROUND

**Child  
Based  
Material**

**Made by,  
for, with  
children**













FIVE  
LITTLE  
MONKEYS  
JUMPING ON THE  
AND FELL OFF  
MAMA CALLED HIS  
AND THE  
SAID  
ON





**the hundred  
languages of  
children**



**How often do I make room for  
the 100 ways of thinking,  
playing and speaking  
of my students?**



---

# Teacher Guide

---



	Cap		Jeans
	Sweater		Jacket
	Skirt		Shorts
	Shoes		Socks
	T-shirt		Trousers







	Cap		Jeans
	Sweater		Jacket
	Skirt		Shorts
	Shoes		Socks
	T-shirt		Trousers





## Design a T-Shirt

Can you design your own T-shirt? What colours, pictures or patterns would you like?







Piccola Polis

Ieri alle 13:27 • 🌐

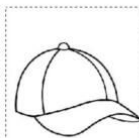
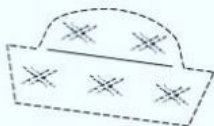
...



Smart Learning Brazil

CI HANNO  
FREGATO DA  
PICCOLI  
QUANDO CI  
HANNO  
INSEGNATO A  
COLORARE  
DENTRO I  
MARGINI

nos enganaram  
quando éramos  
crianças  
e nos ensinaram  
a colorir  
dentro das  
margens



Cap



Jeans



Sweater



Jacket



Skirt



Shorts



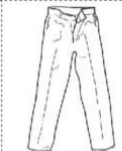
Shoes



Socks



T-shirt



Trousers

&lt; All

Images

Videos

Books

News

: More

Tools

Saved

SafeSearch



fidget spinner



for kids



vocabulary matching



body quiz



spinner game



body worksheet for



vocabulary worksheet



labels



reading comprehension



human



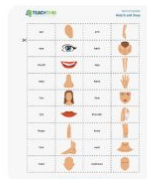
board game



Teach This  
Body ESL Games Ac...



ISL Collective  
Parts of the Body Vo...



Teach This  
Body ESL Games Ac...



BusyTeacher.org  
BusyTeacher.org



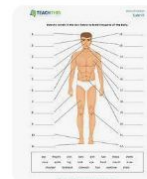
Pinterest  
Pin on ingles



Liveworksheets  
Part of Body Vocabu...



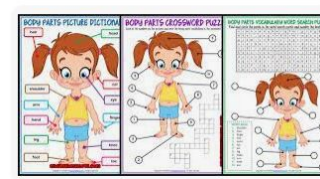
ISL Collective  
Vocabulary Matchin...



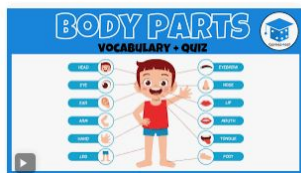
Teach This  
Body ESL Games Ac...



EngWorksheets  
Body Parts ESL Print...



Englishworksheets.com  
Body Parts ESL Vocabulary Worksheets



Games4esl  
Body Parts Game For Kids | Games4esl



Pinterest  
Pin on ingles



English Learn Online  
Body Parts in English With Games and ...



Teach This  
Body ESL Games Ac...



TPT - In stock  
Parts of the Body Vo...



All Things Topics  
Body - All Things To...



Engames.eu  
Body Parts Vocabulary - Gam...

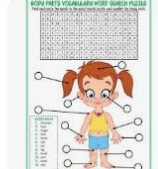
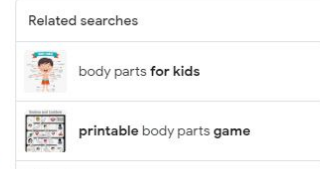


English Learn Online  
Body Parts in Englis...



ESL Printables  
Parts of the Body - E...

what about  
the black  
children?









EDUCATION  
IS NOT  
PREPARATION  
FOR LIFE;  
EDUCATION  
IS LIFE ITSELF.

*John Dewey*





“a escola prepara a pessoa pra vida”

EDUCATION  
IS NOT  
PREPARATION  
FOR LIFE;  
EDUCATION  
IS LIFE ITSELF.

*John Dewey*



na escola



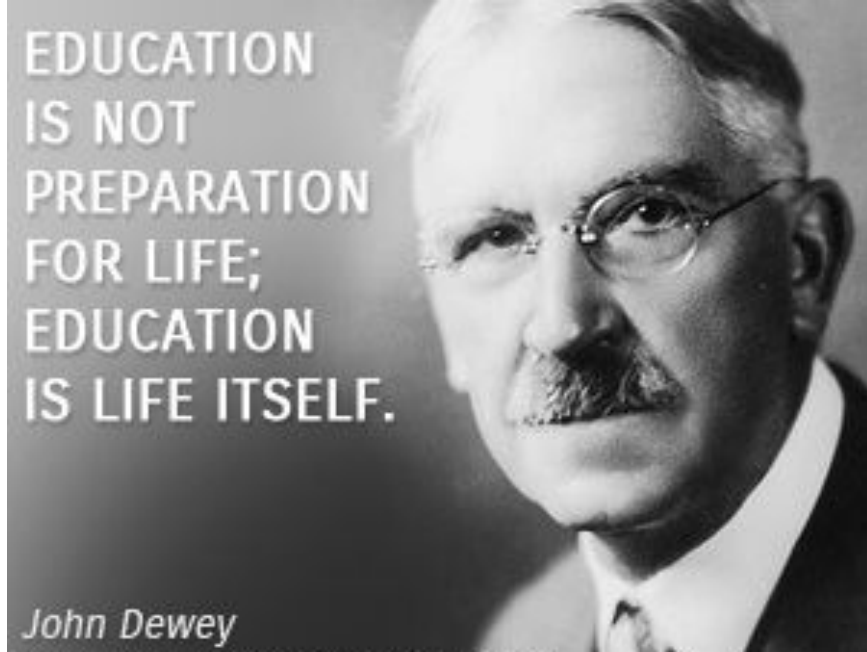
na vida





EDUCATION  
IS NOT  
PREPARATION  
FOR LIFE;  
EDUCATION  
IS LIFE ITSELF.

*John Dewey*



**How often do I make room for  
the 100 ways of thinking,  
playing and speaking  
of my students?**

THIGER



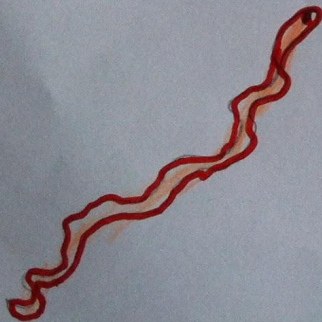
MANQUEY



ELEFANT



SINECK



TARTOY



CROCOPAYO



AUGUST 5<sup>TH</sup>/SOPHIA



Memory  
Game

child  
based  
material



EDDIE EATS  
EIGHT EGGS EASILY  
EVERY MORNING



BY Ana Laura BY LIVIA ING BY ISABELLA

Fe Fi Fo Fom  
Tell Me QUICKLY  
Where You're FROM!



Maria Clara and Yana

FUNNY FRANK  
FELL FIFTY FEET



BY ANA LAURA AND SOPHIA

A BIG BLACK BUG  
BIT A BIG BLACK BEAR  
MADE THE BIG BLACK BEAR  
BLEEP BLOOD

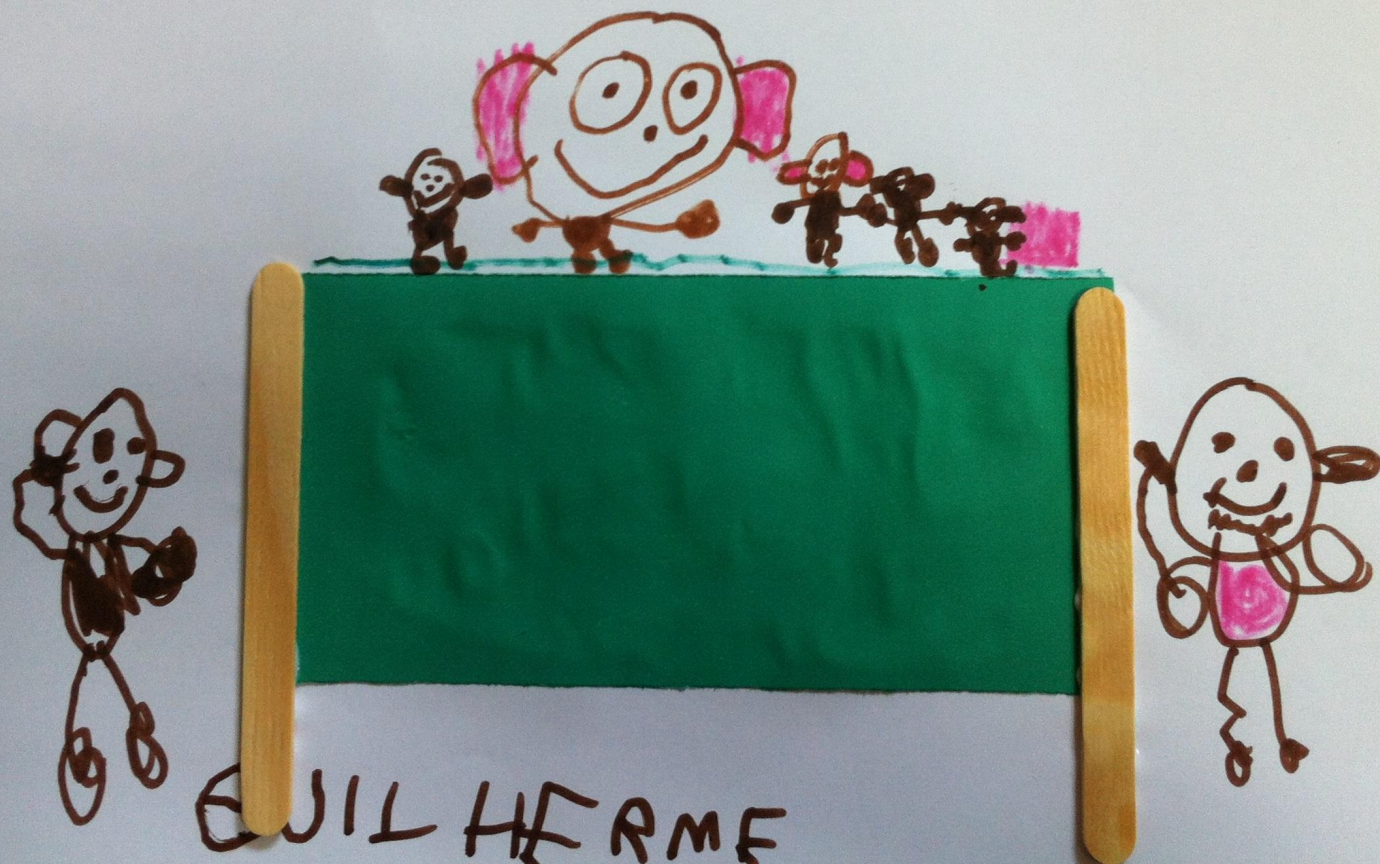


BY: Pedro BY: Ingrid and Camila



child  
based  
material





child  
based  
material



WHAT is HAPPINESS?

3

POST IT

BE LOVED BY YOUR FAMILY

WHEN I AM WITH SOMEONE

Play together

HAVE FRIENDS

BE A KID

LOVE

EAT MANY WAFFLES

STAY WITH MY FAMILY

ENJOY LIFE

STAY WITH MY MOM

PLAY WITH FRIENDS AND FAMILY.

PLAY WITH FRIENDS AND FAMILY

When EVERYBODY IS together

Feel Good ABOUT Something

WHEN I STAY WITH MY FAMILY

WHEN I AM WITH MY FAMILY

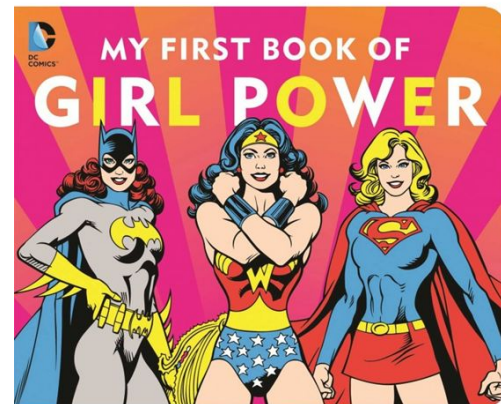
DAD MOM

dad sister

child based material











**How often do I make room for  
the 100 ways of thinking,  
playing and speaking  
of my students?**









Sometimes they also speak multiple languages...

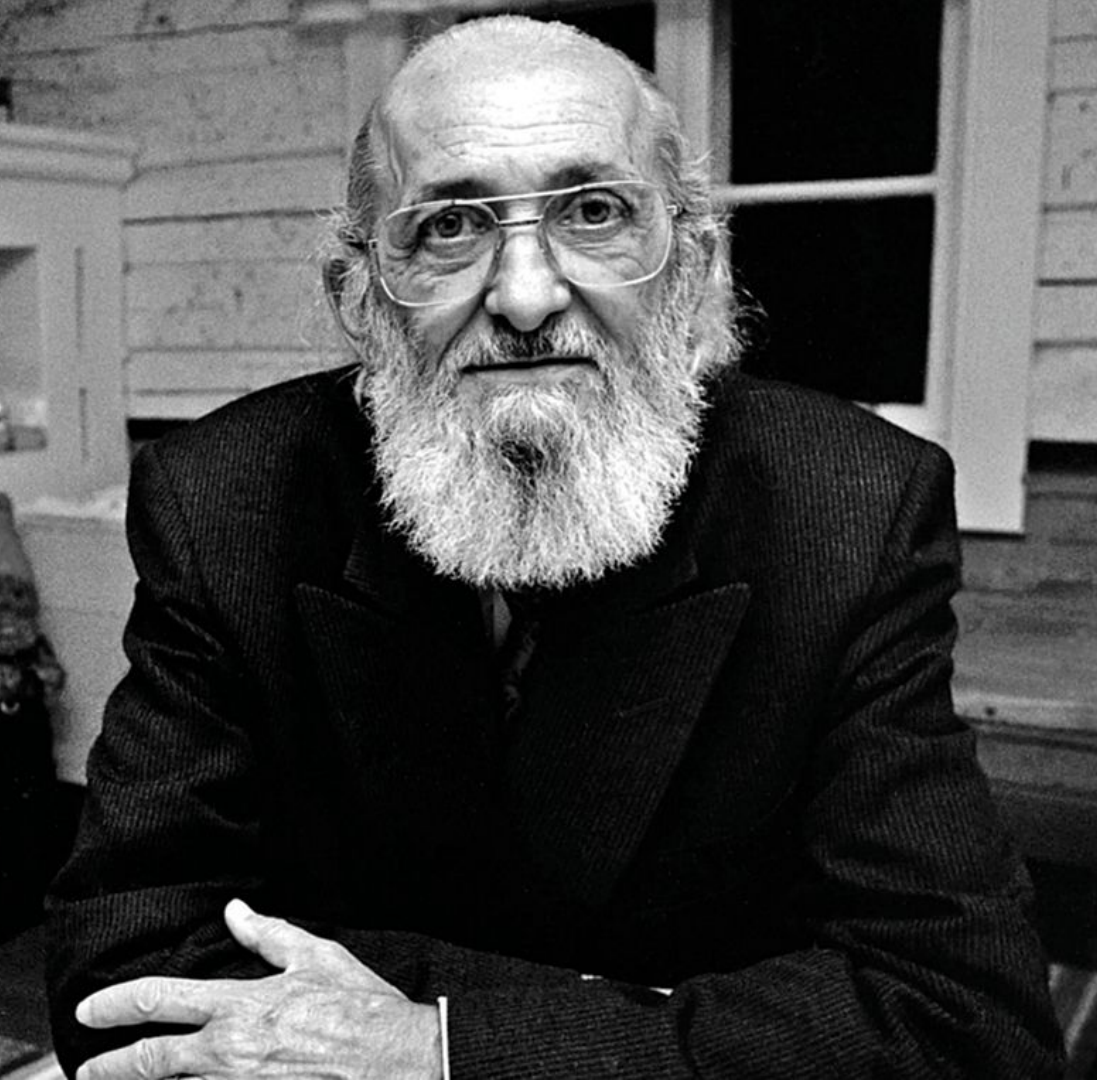


**What happens to our own  
languages when we  
become adults?**



**We tend to  
teach in the  
way we were  
taught.**





**“Whoever teaches learns  
in the act of teaching and  
whoever learns teaches in  
the act of learning”.**





“The challenge of the educator who is alive and open to the world is to always keep his/her **inner child alive**, so that he or she can continue to learn to look at the world, things, people and animals, **as children look**”.



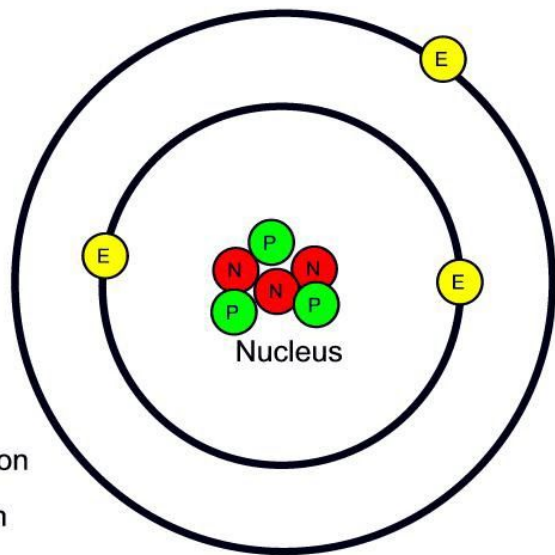


**We tend to  
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way we were  
taught.**

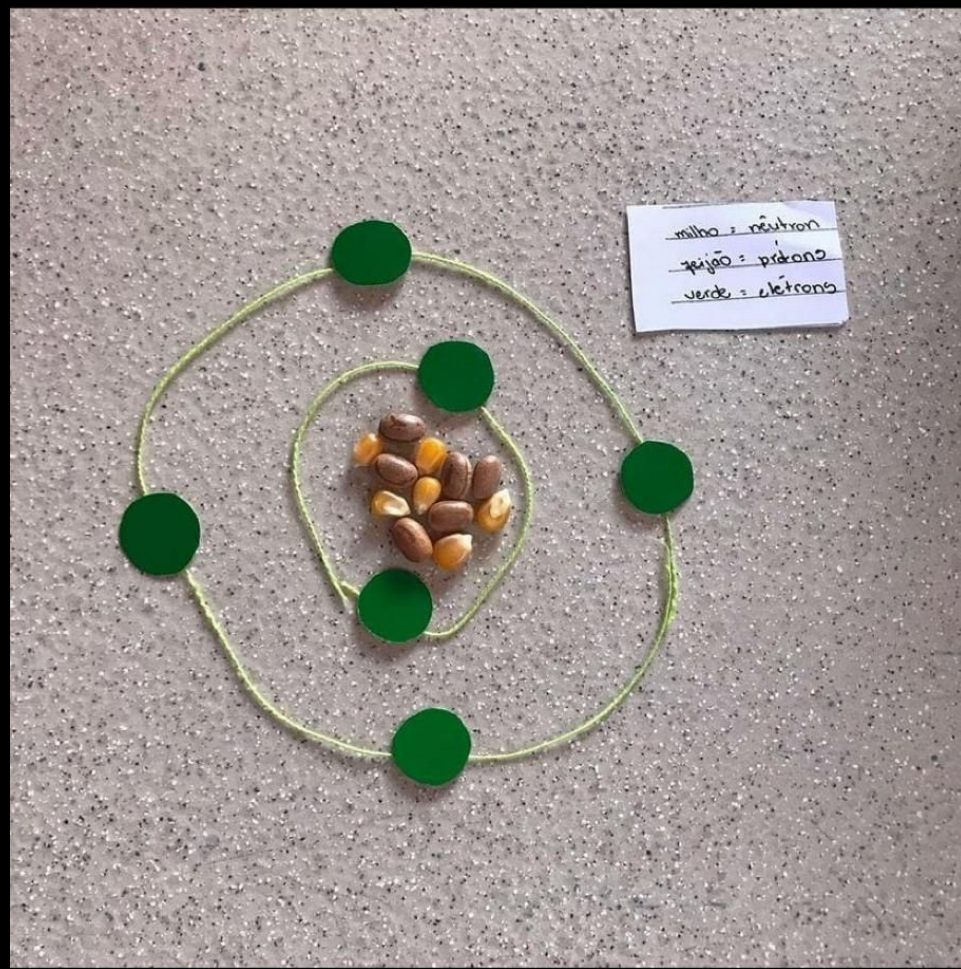


**We tend to  
teach in the  
way we were  
taught.**





- E Electron
- P Proton
- N Neutron









Refugees  
Welcome

**How often do we make room  
for the 100 ways of  
thinking,  
playing and speaking  
of our students and teachers?**



# K-W~~X~~Chart

Topic: \_\_\_\_\_

What I <b>K</b> now	What I <b>W</b> ant to Know	What I <del><b>X</b></del> ned
		



Who are we?



KW chart



Reggio Emilia Approach



Practical Ideas



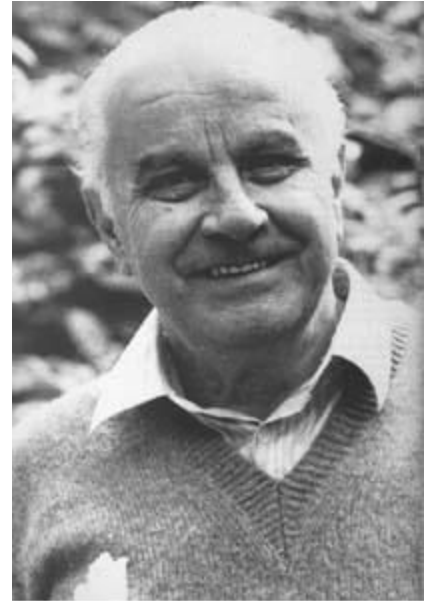
# Final Thoughts



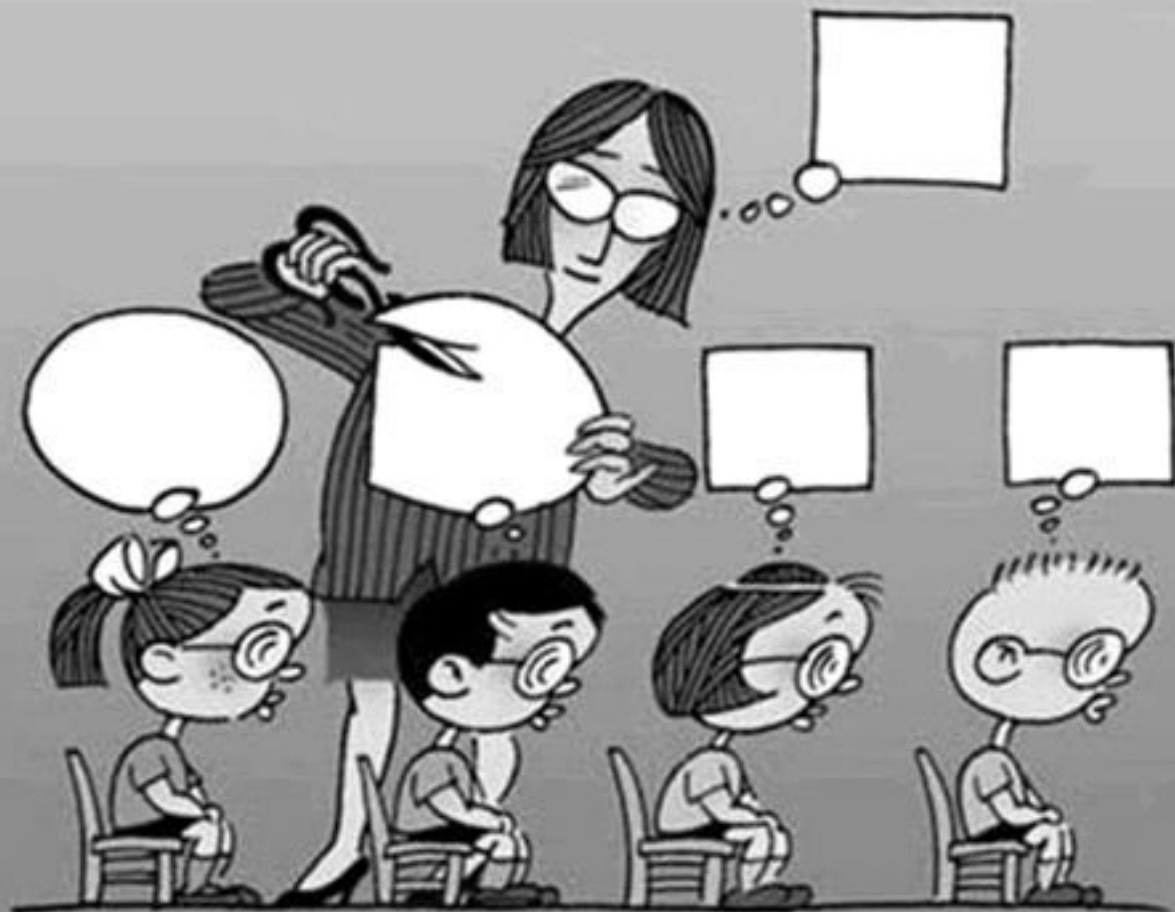


**We tend to  
teach in the  
way we were  
taught.**

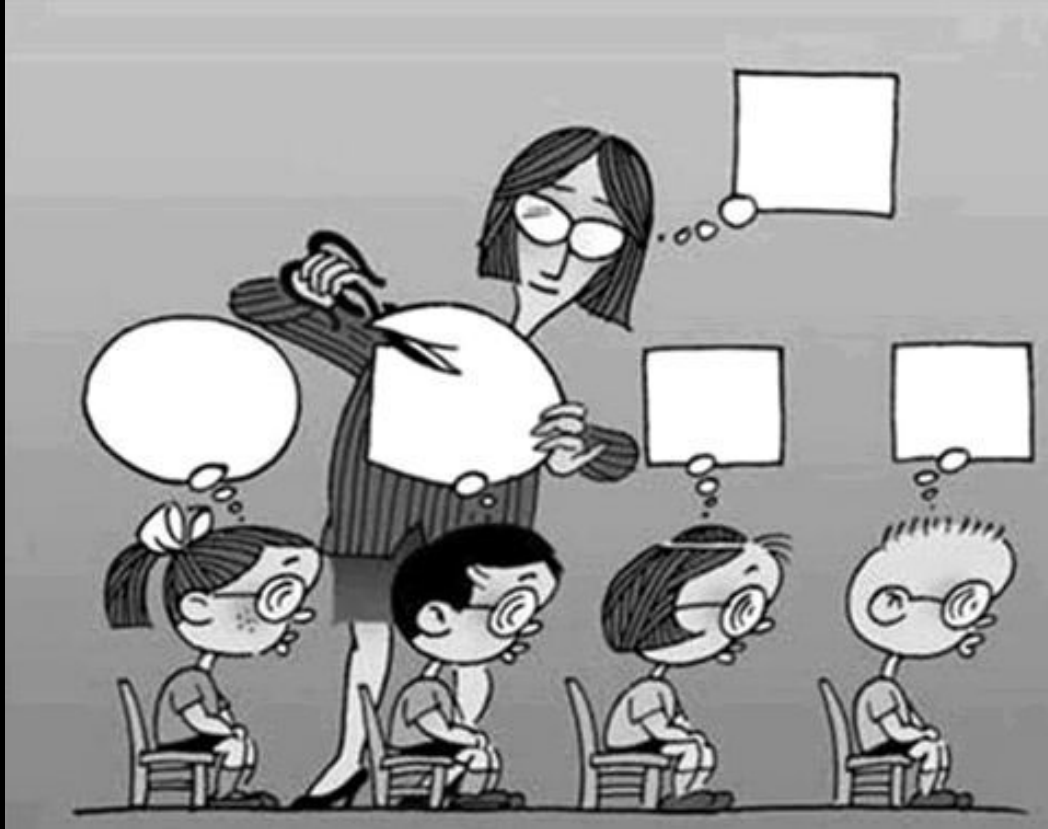
**The child  
is made of one hundred.  
  
The child has  
a hundred languages  
a hundred hands  
a hundred thoughts  
a hundred ways of thinking  
of playing, of speaking.**



Loris Malaguzzi







**Me, as a child**

**X**

**Me, as a teacher?**

By Carol ♥



My Suama

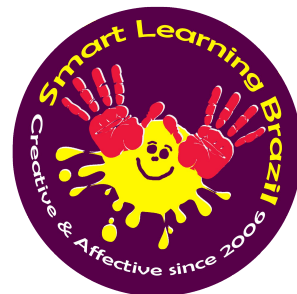
TEACHER



Mahub



Muito  
Obrigada



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