

*Modulo di riferimento*  
Modulo 2

*Unità teorica di riferimento*  
The Common European Framework of Reference for Languages (CEFR): key concepts and key words G. Langé

*Nucleo di riferimento*  
CORE TOPIC 1: Competences according to the CEFR

## **SPEAKING SKILLS AND COMMUNICATION STRATEGIES**

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## **DESCRIPTION**

### ***Aims***

This module aims to increase teachers' awareness of techniques and provide activities to use in the classroom to maximise student output during speaking skills lessons. Through a 3-step process, teachers will be encouraged to reflect on why they have previously selected materials or made the choices they have in terms of their students and teaching context. Teachers will be encouraged to consider and evaluate a series of suggested techniques and activities to take into the classroom.

### ***Objectives***

#### **Teachers will**

- Be more aware of the cognitive, effective and motivational issues relating to young teenagers and oral production through input and reflection.
- Use action research methods to develop awareness of successful techniques and activities in terms of their teaching and students through planning and detailed reflection in terms of diary keeping, recording or peer observation.
- Select and use a series of speaking activities with their students in order to increase the teaching resources available to them through trial.
- Be encouraged to evaluate their own development and consolidate what they have learnt through self-evaluation grids and peer presentations

#### **Students will**

- Gain increased awareness of communicative strategies through classroom activities that focus on back channelling, paraphrasing and fillers.

- Experience a variety of activities designed to engage them and encourage speaking through varying interaction patterns and an authentic need to communicate.
- Be encouraged to become increasingly more autonomous through activities such as project work and self-evaluation.

## ***Final competences***

### **Teachers will**

- Employing and varying different interaction patterns in the classroom to maximise speaking opportunities for learners.
- Using a variety of different classroom activities to create authentic and extended speaking tasks in the classroom.
- Exploiting input and increased knowledge about techniques and activities through peer reflection, self-evaluation, and sharing.

## ***Metodology***

Teachers will have the opportunity to consider the challenges they face when preparing a speaking lesson in terms of interaction patterns and the selection of appropriate tasks. It is believed that by making greater use of the students as a resource and planning speaking tasks with those individuals in mind, learners will be motivated and encouraged to communicate together autonomously and in the target language. The two main areas for reflection, input and practical ideas for the classroom are: techniques and activities.

Techniques = how a teacher might organize learners during a speaking activity, how instructions are given so everyone is on task and successful, pre-task input of language items and useful language.

Activities = topic choice, project work and information gaps.

### **Step 1. Reflection**

Task 1.1 Common issues affecting production.

Task 1.2 Techniques & Activities you have used

### **Step 2. Input and action for teacher development.**

Task 2.1 Video and reading

Task 2.2 Action

### **Step 3. Practical Ideas for the classroom**

Task 3.1 Activities for maximizing speaking in the classroom

Task 3.2 Sharing your experience

#### **Teaching strategies**

In “Key Concepts and Key Words” Gisella Langé highlights the importance of establishing clear goals or needs as a way of generating motivating and meaningful tasks. Langé also encourages teachers to become familiar with their learners’ “competences and characteristics” and carefully consider the strategies students need to successfully achieve a task. In addition to the above, Langé states that teaching should promote independence of thought, judgement, and action, combined with social skills and responsibility.

With all of these points in mind, teachers will be given the opportunity to select and try out a series of in-class activities that aim to increase student-centeredness and learner autonomy. By providing students with the chance to make decisions about what, when and how they produce the language, they become actively involved in the learning process. By providing students with the opportunity to work together, they become more independent of the teacher, build relationships with their peers, help each other learn through peer correction and are thus likely to transfer these skills to challenges they may face outside the classroom.

## ACTIVITY: STEPS

### ***Step 1: Reflection***

#### ***Task 1.1: Common issues affecting production.***

It can be hard to encourage young teenagers to speak. Why do you think this could be?

Consider the questions below and, if possible, discuss your ideas with a colleague.

#### **Think about your students:**

- Why might your students find it difficult to learn to speak English well?
- How much opportunity do they have to speak outside the classroom?
- What type of things do your students need to talk about and what type of things do you think they want to talk about?
- Look at the statements below. How relevant are they to your students and teaching context?
  - *"Students are afraid of making mistakes. If they can't say it right, they prefer to keep silent."*
  - *"Students are too shy"*
  - *"They are better at reading aloud than speaking naturally."*

#### **Think about you:**

- What do you find difficult about teaching speaking skills?
- How much do you believe the following things affect your teaching?
  - Difficulty with intonation and accent
  - Teacher talking time
  - Same first language as students makes it unnatural to speak in English all the time.

Now watch the introduction to the Teaching Speaking video. Are your ideas similar?

[Video: [www.teachingenglish.org.uk/transform/video/1-introduction-0](http://www.teachingenglish.org.uk/transform/video/1-introduction-0)]

## ***Task 1.2: Techniques & Activities you have used.***

Think about a very good speaking lesson you have done with your students. Why do you think it worked so well?

Techniques: discuss the points listed below.

### **What the teacher did**

- How did you set up the activity?
- Did you give them any useful language before the task?
- When did you stop the activity?
- Why was it useful for your students?
- What would you do differently next time?

### **What the students did**

- What did they talk about?
- How did they know what to do?
- Why did they enjoy it?
- Did they work in pairs/groups/whole class?
- How did they know when they had finished the activity?

Now consider which of these you would choose to help a speaking activity to be successful:

<b>Making groups</b> Would you choose...	Pairs/small groups	<b>OR</b>	Whole class/big groups
<b>Giving instructions</b> Would you choose...	Instructions in English	<b>OR</b>	Instructions in your language
<b>Demonstration</b> Would you choose...	Demonstrate the activity	<b>OR</b>	not
<b>Useful language</b> Would you choose...	Give useful or target language before the activity	<b>OR</b>	Focusing on useful or target language after the activity

Activities: discuss the points below.

In your experience, which activities seem to generate the most speaking? Do you have a favourite? The list below might give you some ideas. Have you used any of them? How much do you think they motivate your students to speak?

### **Speaking activities**

- Role-play
- Storytelling
- Questionnaires
- Debate
- Dialogue building
- Information gap
- Student presentation

## ***Step 2: Input and action for teacher development.***

### ***Task 2.1 Video and reading.***

Watch the video below about techniques. Which of the techniques from Step 1 are mentioned?

[Video: [www.teachingenglish.org.uk/transform/video/5-techniques](http://www.teachingenglish.org.uk/transform/video/5-techniques)]

Watch the video again and make notes on the ideas and suggestions in the programme under the headings.

<b>Groupings</b>
<b>Instructions</b>
<b>Target language</b>
<b>Useful language</b>

Read this article [[attach\\_1.docx](#)] which suggests ways of maximizing student interaction. Discuss the issues and suggestions with a colleague, if possible.

Watch the video below about activities. How many of the activities you spoke about in Step 1 are mentioned?

[Video: [www.teachingenglish.org.uk/transform/video/6-activities](http://www.teachingenglish.org.uk/transform/video/6-activities)]

### ***Task 2.2 Reading about and choosing reflection methods***

The following tasks are aimed to encourage teachers to consider their teaching in terms of the input above. Analysis of classroom practice will

play a key role. There are several ways of recording and analyzing your own teaching. They are:

- A teacher diary
- Peer observation
- Recording yourself
- Student feedback

Read this article [[attach\\_2.docx](#)] which outlines ways of approaching reflection. Select the method(s) you feel comfortable with and ones that you will be able to put into practice.

*\*\* N.B. An important part of this module will be sharing your thoughts, experiences and development with your colleagues. When you have selected your action method, ensure you keep notes on how you feel, how you are developing and any particularly useful activities or tasks you try.\*\**



## ***Step 3: Practical Ideas for the classroom***

### ***Task 3.1 Activities for maximizing speaking in the classroom***

Below are a series of practical classroom activities. Choose ***some of the activities*** to try in class with your students. Remember, it is useful to try to keep a 'teaching diary' or organize either peer observation or self-recording so you can monitor your role and student production. Use an evaluation checklist. There are different examples in appendix 3 [[attach\\_3.docx](#)] and appendix 4 [[attach\\_4.docx](#)] for you to use or adapt.

#### Activities Menu

	Time	Level	Comments
A. Encouraging noises	15 – 20 mins	Any level	Speaking strategy activity – back channelling
B. Keep talking	10 – 15 mins	Any level	Speaking strategy activity – fillers
C. Board Game Extension	20 – 30 mins	Any level	back channelling and/or fillers
D. Paraphrasing	20 – 30 mins	Any level	Speaking strategy activity – paraphrasing.
E. Task recycling	30 mins	A2+	Conversations/mini speeches
F. All about me!	60 – 90 mins	A2/B1	Personal information – getting to know you
G. Rich!	60 – 90 mins	A2/B1	Role Play interviews
H. A question of...	3 – 5 hours	A2/B1	Project work – includes ICT
I. Voxopop	1 – 5 hours	A2+	Using ICT to develop speaking skills

The following two strategy activities have been taken from **Nolasco, R. & Arthur, L.** (1987) *Converstaion*. Oxford University Press, Hong Kong 1987.

### **A. Encouraging noises**

(15 – 20 mins)

**Aim** – To raise students' awareness of expressions which encourage the other speaker to continue.

**Preparation** – Select an audio recording, perhaps from your course book, or a video that contains examples of expressions similar to the ones below or expressions you would like to encourage your students to use. Make a task sheet, similar to the example below, for each member of your class.

**Task Sheet** – Listen to the extract of people talking. Put a cross (X) next to each of the expressions in the list whenever you hear one of the speakers using it.

<i>Really?</i>	<i>Does he?</i>
<i>Is that right?</i>	<i>Is it?</i>
<i>That's nice?</i>	<i>Yes.</i>
<i>How interesting?</i>	<i>I see.</i>
<i>Uh huh.</i>	<i>Mmmmm.</i>

These expressions are often used to encourage the other speaker to say more.

Is this true of the speakers you have been watching or listening to?

Listen again and check your answers with a partner.

#### **Procedure**

1. Introduce the task so that students get some idea of what they are looking for.
2. Give out a copy of the task sheet to each student.
3. Play the tape two or three times before focusing on the specific expressions in context.

### **B. Keep talking**

(10-15 mins)

**Aim** – To raise students' awareness of the way in which fillers can contribute to an impression of fluency.

**Preparation** – Select a suitable audio or video recording that contains similar expressions to the ones below or alternative expressions you would

like to draw attention to. Make photocopies of the task sheet for the class. There is an example below.

**Task sheet** – Listen to the extract. Somebody is talking about something that has happened to them. Which of the following expressions does the speaker use in order to gain time to think of the next bit of the story. But also to keep talking, so that the listener knows that the speaker has not yet finished speaking:

<i>Er, erm ...</i>	<i>Anyway, ...</i>
<i>Well ...</i>	<i>So you see, ...</i>
<i>So, ...</i>	<i>You know ...</i>
<i>And then ...</i>	<i>Know what I mean?</i>

Which ones does the speaker use most often? Compare your answers with a partner.

### Procedure

1. Introduce the task and give out a copy of the task sheet to each student.
2. Play the tape two or three times, and if necessary, focus on the inappropriate use of certain fillers.

### C. Speaking Extension and peer monitoring of above strategies.

(20 – 30 mins)

**Aim:** to provide students with an opportunity to use one or both of the speaking strategies outlined above (encouraging noises and/or fillers) and encourage students to peer monitor.

### Procedure:

1. Tell the students they are going to play the board game in groups of 3.
2. Ask them to speak and listen to each other. The other member of the 3 will monitor how often they use the previous strategy by using a task sheet as above. This is repeated so all members ask, answer and monitor as appropriate. For example:

A speaks	B listens	C monitors
A monitors	B speaks	C listens
A listens	B monitors	C speaks

This simple **board game** provides an excellent way to give students a bit of free speaking practice. You can choose your own topics either based on the topics you've covered in lessons or topics that you think will be of interest to your students.

Print off a copy of the boardgame [attach\_5.pdf] and fill in the squares with topics your students could talk about for one minute. Choose topics they've covered in classes with you or general ones such as friends, family, music, TV, hobbies, last weekend, next weekend, holidays, English classes (!), food, films etc. You could also add in a few 'go back three spaces' or 'miss a go' squares.

Making the game could be a class activity if you ask your students to prepare the boards for each other in groups then they can swap boards and you'll have a whole class set to use. If talking for a minute is too difficult for your students, they can write questions in the squares to ask the person to their right/left as they move around the board.

If you don't have dice to use, use a coin and make heads mean they move on one space and tails they move on two. This will obviously take longer than with a dice.

If your students enjoy playing board games they could make their own in small groups.

Idea by Jo Budden at

[www.teachingenglish.org.uk/language-assistant/games/talking-topics](http://www.teachingenglish.org.uk/language-assistant/games/talking-topics)


## D. Paraphrasing

(20 – 30 mins)

*Adapted from Oxenden, C., Latham-Koenig, C. Seligson, P. & Clandfield, L. (2005) New English File Pre-Intermediate Teacher's Book. Oxford University Press.*

**Aim** – to encourage students to paraphrase when they cannot remember a word, or do not know a word.

**Preparation** – prepare vocabulary strips with either words or images.

Either	Or
An apple	

**Procedure** – Revise useful language for the task before you start.

Input language for giving simple definitions.

**Language:** It's like ...  
It's kind of...  
You use it to...  
It's a thing which...

Put the students into small groups and give each group a set of cards in an envelope.

Demonstrate the activity. Pick up a card, describe the word or phrase, and encourage the students to guess.

Students take turns to pick a card and describe it **without using the actual word**. The student who guesses correctly wins the card. The student with the most cards at the end wins the game.

### E. Task recycling

This is an excellent way to increasing speaking whilst encouraging students to focus less on accuracy and more on fluency. Read this article [[attach\\_5a.pdf](#)] which outlines what type of class work lends itself to task recycling and how to set up various groupings.

Now try out some of the practical ideas with your classes.

Source: [www.mgu.ac.jp/~ic/helgesen/tec-may03-helgesen.pdf](http://www.mgu.ac.jp/~ic/helgesen/tec-may03-helgesen.pdf)

### F. All about me!

(60 – 90 mins)

This is a good speaking activity to do at the beginning of the year. It enables the students to get to know you, the teacher, and while monitoring you will be able to get to know your students. It also makes use of the **line up** format suggested by Helgesen in Task Recycling, above. The 'pooling' of information encourages collaborative work and the further activity of using ICT and the suggested poster making activity encourages decision making and learner autonomy.

#### Aims:

- To help students focus on fluency when speaking
- To develop students' communication skills
- To develop students' listening skills

Download the lesson plan [attach\_6.pdf] and worksheets [attach\_7.pdf] and use or adapt the lesson for your class.

### **G. Rich!**

*(60 – 90 mins)*

#### *Role Play interviews*

Read the article [attach\_8.docx] which will help you to plan a roleplay successfully. Remember to predict possible problems. Plan the grouping, instructions and how you are going to input 'useful' language.

Download this lesson plan [attach\_9.pdf] and worksheets [attach\_10.pdf] to use in class. It gives students the opportunity to use their imagination about their future and to take on the role of a journalist. Through providing students with the time to think and a focus on writing with a partner, they are given further support.

Source: Lesson by Sally Trowbridge at  
[www.teachingenglish.org.uk/lesson-plans/all-about-me](http://www.teachingenglish.org.uk/lesson-plans/all-about-me)

### **H. A question of...**

*(3 - 5 hours over a series of lessons)*

Project work and information gap of knowledge

If you are unsure of how and why to do project work, read this article [attach\_11.docx] by Lynn Gallacher from the British Council's TeachingEnglish website.

Source: [www.teachingenglish.org.uk/articles/project-work-teenagers](http://www.teachingenglish.org.uk/articles/project-work-teenagers)

The following project exploits the idea of creating a knowledge gap between pairs of learners based on their interest and research. The materials were design by the author as part of a teacher development certificate and with a group of young teenagers in mind.

The student reflection forms have also been included as an example of how teachers can encourage learners to consider their learning and take more responsibility for it. They can be used after every hour or half way through the project. The End of project evaluation and feedback form is also included as it encourages students to think about how they like to learn.

For teacher use there is also an easy to use 'Speaking task report' in Ioannou-Georgiou, S. & Pavlou, P. (2003) *Assessing Young Learners*. Oxford University Press.

See **appendix 12** for worksheets. [attach\_12.docx]

## ***I. Voxopop***

*(1 hour +)*

Voxopop is a web based audio tool that enables users to record their speaking for others to listen and respond to. It allows teachers and students to build up threaded audio discussions online similar to those on a text based bulletin board. Here are some ideas from Nik Peachey <http://nikpeachey.blogspot.com> on how to use voxopop with students:

- **Discussion points** - You can record a series of contentious statements and ask students to respond to each one.
- **Narrative building** - You can record the first sentence of a narrative and then ask students to listen to the thread and add a sentence each to the story.
- **Dictations** - You could record your own online dictation texts. Get the students to listen to the text, and write down what they hear and then record their own version of the text for you and other students to listen to.
- **Pronunciation drills** - Record some pronunciation drills and get students to listen to them and then record themselves saying the words or sentences.
- **True false statements** - Record some statements about yourself and get students to leave questions for you to find out which of the statements are true. You can leave your answers to the questions online too. You could allow students a week to leave questions for you to answer, then in class you can get them to tell you which statements are true or false. You could also get students to create their own true false statements and question each other about them.

For a full tutorial on how to use voxopop by Nik Peachey, read this document. [attach\_13.pdf]

Source: [www.scribd.com/doc/24078789/How-to-Use-Voxopop](http://www.scribd.com/doc/24078789/How-to-Use-Voxopop)

You can also watch this video tutorial with examples of how to use voxopop by Jason Renshaw.

[Video: [www.youtube.com/watch?v=qrGvac293pY](http://www.youtube.com/watch?v=qrGvac293pY)]

### ***Task 3.2 Sharing your experience***

In preparation for your farewell presentation, consider the following points below. Make brief notes to help you develop your ideas.

Consider your experience/develop in the following areas:	Yes	I need to do more work on this.
<p>I am more aware of the affective and motivational issues relating to young teenagers' participation in class.</p> <p>Useful documents/article relating to this issue:</p>		
<p>I am more aware of successful techniques and activities to use in class.</p> <p>Useful documents/article relating to this issue</p>		
<p>I am more aware of different interaction patterns to use in the classroom.</p> <p>Useful documents/article relating to this issue</p>		
<p>I am more aware of how to create authentic and extended speaking tasks in the classroom.</p> <p>Useful documents/article relating to this issue</p>		



## Your students

Consider the points below in relation to your students and what they have achieved or experienced through your use of new techniques and activities.

Consider how your students have developed	Yes	They need more work on this.
They are more aware of encouraging noises to make to signify they are listening.		
They are more aware of how to give themselves time to think when speaking.		
They have gained increased autonomy through self evaluation.		
They have gained increased autonomy through being given more control of topic choice.		
They have experienced more engaging and motivating activities.		

Prepare your farewell presentation based on the notes you have made above. Include a brief description of what you plan to continue working on in terms of your professional development, why you have chosen it and how you aim to achieve it.

## RESOURCES

### ***Bibliography***

- BRITISH COUNCIL** (2008) *TeachingEnglish – Teaching speaking DVD training booklet*. Qualitech, UK 2008.
- IOANNOU-GEORGIU, S. & PAVLOU, P.** (2003) *Assessing Young Learners*. Oxford University Press, China 2003.
- NOLASCO, R. & ARTHUR, L.** (1987) *Conversation*. Oxford University Press, Hong Kong 1987.
- OXENDEN, C., LATHAM- KOENIG, C. SELIGSON, P. & CLANDFIELD, L.** (2005) *New English File Pre-Intermediate Teacher's Book*. Oxford University Press, China 2009.
- PHILLIPS, D., BURWOOD, S. & DUNFORD, H.** (1999) *Projects with Young Learners*. Oxford University Press, Hong Kong 1999.

### ***Websites***

#### **British Council Teaching Speaking DVD training videos**

##### Introduction

- [www.teachingenglish.org.uk/transform/video/1-introduction-0](http://www.teachingenglish.org.uk/transform/video/1-introduction-0)

##### Techniques

- [www.teachingenglish.org.uk/transform/video/5-techniques](http://www.teachingenglish.org.uk/transform/video/5-techniques)

##### Activities

- [www.teachingenglish.org.uk/transform/video/6-activities](http://www.teachingenglish.org.uk/transform/video/6-activities)

#### **British Council TeachingEnglish Website Articles & Lesson Plans**

##### Increasing student interaction

- [www.teachingenglish.org.uk/articles/increasing-student-interaction](http://www.teachingenglish.org.uk/articles/increasing-student-interaction)

#### Increasing speaking

- [www.teachingenglish.org.uk/articles/find-gap-increasing-speaking-class](http://www.teachingenglish.org.uk/articles/find-gap-increasing-speaking-class)

#### Role Play

- [www.teachingenglish.org.uk/articles/role-play](http://www.teachingenglish.org.uk/articles/role-play)

#### Teacher Reflection

- [www.teachingenglish.org.uk/articles/reflective-teaching-exploring-our-own-classroom-practice](http://www.teachingenglish.org.uk/articles/reflective-teaching-exploring-our-own-classroom-practice)

#### Board Game Lesson

- [www.teachingenglish.org.uk/language-assistant/games/talking-topics](http://www.teachingenglish.org.uk/language-assistant/games/talking-topics)

#### Board Game template

- [www.teachingenglish.org.uk/sites/teacheng/files/talking\\_topics.pdf](http://www.teachingenglish.org.uk/sites/teacheng/files/talking_topics.pdf)

#### All About Me! Lesson Plan Pdf.

- [www.teachingenglish.org.uk/sites/teacheng/files/all-about-me-lesson-plan.pdf](http://www.teachingenglish.org.uk/sites/teacheng/files/all-about-me-lesson-plan.pdf)

#### Rich Lesson Plan.

- [www.teachingenglish.org.uk/lesson-plans/rich](http://www.teachingenglish.org.uk/lesson-plans/rich)

#### Project Work

- [www.teachingenglish.org.uk/articles/project-work-teenagers](http://www.teachingenglish.org.uk/articles/project-work-teenagers)

#### **Other sites:**

##### Task Recycling

- [www.mgu.ac.jp/~ic/helgesen/tec-may03-helgesen.pdf](http://www.mgu.ac.jp/~ic/helgesen/tec-may03-helgesen.pdf)

##### Nik Peachey

- <http://nikpeachey.blogspot.com>

##### Jason Renshaw

- [http://jasonrenshaw.typepad.com/jason\\_renhaws\\_web\\_log/](http://jasonrenshaw.typepad.com/jason_renhaws_web_log/)

## ***Sintesi in italiano***

La *European Recommendation on key competences for life long learning* (2006) sottolinea l'importanza di un uso funzionale della lingua come strumento per esprimere bisogni, desideri, comportamenti e stati d'animo. Gli insegnanti sono chiamati a presentare ai propri studenti la lingua in uso, e ad assegnare loro attività e veri e propri compiti linguistici.

Il corso è stato progettato per fornire agli insegnanti le conoscenze e gli strumenti per potenziare le competenze di comunicazione degli studenti attraverso attività che presentano obiettivi verosimili e riconoscibili nel mondo reale. Le attività sono state selezionate in modo che gli insegnanti possano realizzarle in classe con facilità e con il massimo di produttività.

### **Obiettivi**

Questo modulo ha lo scopo di aumentare la consapevolezza tecnica degli insegnanti e di fornire attività da utilizzare in classe per massimizzare la produttività degli studenti durante le lezioni di competenza linguistica. Attraverso un processo in tre step gli insegnanti saranno messi in condizione di riflettere sulla selezione dei materiali e di sceglierli in relazione agli studenti e al contesto didattico. Gli insegnanti saranno inoltre incoraggiati a prendere in considerazione e valutare una serie di tecniche e di attività da utilizzare in classe.

### **Metodologia**

Il processo in tre step è progettato in modo che gli insegnanti possano riflettere sulla propria esperienza (step uno) e sviluppare la loro conoscenza dei metodi utilizzati nelle attività (step due); infine (step tre) si punterà su una maggiore consapevolezza degli insegnanti relativamente alle attività pratiche da condurre in classe. L'esperienza si concluderà con una presentazione del lavoro svolto insieme ai propri colleghi.

### **Descrizione**

#### **Step uno. *Riflessione, tecniche e attività.***

In questa fase, gli insegnanti sono invitati a riflettere sulla propria esperienza relativamente alle attività orientate al parlato e ai problemi da affrontare per parlare con gli studenti. Saranno quindi messi in condizione di concentrarsi sulle tecniche e sulle attività che rafforzano la comunicazione.

**Fase due.** *Scegliere i metodi di riflessione.*

La seconda fase permette di approfondire la conoscenza delle tecniche che rafforzano le competenze di linguaggio; in modo da poter poi passare alla riflessione sui metodi che possono essere utilizzati per analizzare le proprie pratiche di insegnamento.

**Fase tre.** *Idee pratiche per la classe.*

La fase finale punta su idee pratiche per l'attività in classe. Gli insegnanti prenderanno visione di diverse attività che saranno incoraggiati ad utilizzare con i propri studenti. Registrazioni, osservazioni tra pari e griglie di valutazione vengono proposti come strumenti di registrazione dei progressi. Per le presentazioni di commiato gli insegnanti rifletteranno infine su ciò che hanno imparato e messo in pratica con i loro studenti.