

Module III. Speaking and listening strategies (oral communication)

4. Communication strategies proposed by Italian team

4.1.PSYCHOLOGY CONGRESS "THE WELL DONE HEAD"

Teacher: Tamara Pecchioli

Aims:

knowledge of the main psychological and pedagogical theories of learning
knowledge of mental models

Skills:

development of analytical skills and understanding of the text
developing the ability to identify and link information based on previous knowledge
developing the ability to express the information learned using correct words and the ability to communicate them to others
development of problem solving skills
development of the capacity of collaboration with other students
development of meta-reflection and critical thinking skills
development of creativity and invention

Target: Class 2E, 21 students between 15 and 16 years old

Prerequisites: basic knowledge pertaining to the topic; positive attitude towards problem solving

Teaching methodology:

brainstorming
Understanding Group Tour
interactive lesson
cooperative learning
role play

Materials:

texts of author E. Moren "The well done head " (excerpt)
Text book
Photocopies provided by the teacher

Instruments:

Computer
Magnetic Whiteboard
video camera
camera
paper

Documentation

Video on the simulated congress

Scanning work process: Phases

1. Brainstorming on the term "learning" – Collective work, one hour
2. Restructuring of the thought of subjects, times, places of learning - Collective work, one hour
3. Work in groups on the four models of the mind by Bruner (photocopy provided by the teacher and manual), each group takes care to understand, reflect and present a model of the mind to the class - Work in groups, 2 hours
4. Role play: each group simulates a lesson on the same content (the solar system), organized according to the model of the mind proposed - Group work 4 hours more than the average working time plus 2 hours homework
5. Collective discussion on the strengths and weaknesses of each model -2 hours
6. Guided reading of some parts of the text by E. Morin "The well done head" Collective work, two hours
7. Organization of interviews and questionnaires for data collection, given to the head teacher, teachers, students, parents on the idea of "well done head" and the role of the school. Working in groups average time for each group 2 hours
8. Graphics processing on the data collected with the math teacher collaboration
Collective work - 1 hour
9. Role play: Organization of the International Congress of Psychology:
choice of roles, defining the times 2 hours homework Collective work
10. Development of assigned tasks - Work in groups. Average time for each group 4 hours
11. Role play: Simulated Congress, collective work two hours

4.2. Introducing a schoolmate

Objective: speaking skills for authentic reasons. Formal and informal speaking.

Pronunciation, stressing and intonation, correctness, vocabulary, appropriateness.

Target group: mixed ability class of 20 students aged 14-15 mostly girls (6 boys only)

Pre-requisites: students can ask basic wh- questions; they can report speeches using the correct present, past and future tenses.

Method: Classmates at work, cooperative learning, simulation of authentic situations.

Materials: Flashcards, papers

Time allotted: 1 55- minute lesson modules

Warm up: 5 minutes

The teacher splits the class into 2 groups. Each of the group have got a colored set of flashcards (on the yellow cards there are the questions and on the green ones there are the answers). Each of the students has a question or an answer. Each question has a corresponding answer.

The first student in the yellow team reads his/her question and all the students in the green team have got 3 seconds time to read the corresponding answer.

This way the students, playing, practice asking Wh- questions for introducing a person and the appropriate possible answers.

Annex 1 (Questions and answers on the flashcards)

This part of the activity can be repeated twice to reinforce the acquisition of the speaking skills.

Step 1: Pair work. (10 minutes)

The teacher splits the class into pairs. Each student is given a copy of the worksheet (annex 2) and will go through and write on the paper, the questions he/she will need to ask in order to complete the form on the worksheet (the students will need the same questions practiced in the warm up activity).

Step 2: Pair work (10 minutes)

Students take it in turns to ask questions and fill in the form with the information got from their partner.

Step 3: Group work (20 minutes)

Pairs of students are asked to come to the front and tell the class a few things about their partner.

Annex 1 Questions and answers

What's your name?	My name's Jane
What's your family name?	It's Smith
How old are you?	I'm 17 years old
Where are you from?	I'm from London so I'm English
Where do you live?	I live in Bath
How long have you been living in ...?	I've been in living in Bath for 4 years /since I was 13 years old
Have you got any brothers or sisters?	I have one brother, Sam and one sister, Kate
Which school do you attend?	I'm a 4th year student at King's College, Bath
Why are you learning English?	I'm studying English because I want to work abroad
When did you start learning English?	I started in 2014
Can you speak any other foreign languages?	Yes, I can. I can speak French and German
What do you like doing in your free time?	I'm fond of rock music and I love playing the guitar
What's your favourite food?	It's Italian pizza
What's the greatest invention ever?	I think it's the Television
What can you do?	I'm good at playing the guitar and I can also cook cakes
What are your good points?	I'm a sociable person and I think I'm reliable, too
What are your bad points?	I'm too shy and I don't have many friends
What would you like to do after school?	I'd like to travel around the world and to find a good job in the States
What country would you like to visit?	I'd like to visit Japan
What time do you usually get up in the mornig?	I usually get up at 7 am

Annex 2 Exercises

Exercise 1

Write the 14 questions you need to ask your partner to complete the text below

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____

Hi, my name is _____ and I would like to introduce 1) _____ . He/ She is from 2) _____ and is 3) _____ years old. He / She has 4) _____ brother(s) and _____ sister(s). _____ 's favourite food is 5) _____. In his / her free-time he / she likes (to) 6) _____ (ing). He/ She is good at 7) _____. His/ Her good points are 8) _____. Most mornings _____ gets up at 9) _____. One country he / she would like to visit is 10) _____. _____ is a 11) _____ year student at 12) _____. When _____ finishes school, he/she would like to 13) _____.

Exercise 2: Ask the 14 questions to your partner. Write your partner's answers in the spaces above.

Exercise 3: Introduce your friend to the class.