***Progetto Lucca***

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**Strumenti di autovalutazione**

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| **Teacher self-evaluation check list** | **always** | **sometimes** | **never** |
| I am able to reflect on my teaching processes in terms of cooperative interaction |  |  |  |
| Speaking skills are given space and time in each of my lessons |  |  |  |
| I am able to devise remedial strategies for students with speaking difficulties |  |  |  |
| I am willing to negotiate the range and selection of speaking tasks with students |  |  |  |
| Thanks to the Framework the most important factors of speaking competence are now clear to me |  |  |  |
| To develop competence in the use of communication strategies is my teaching major objective |  |  |  |
| The analysis of speaking models — conversations, interviews, short debates, expository texts — is one of the features of my teaching practice |  |  |  |
| The practice of interactive group work promotes motivation, participation and creativity on my students’ part |  |  |  |
| The active presence of a native speaker is a great opportunity to practice audio-oral abilities and improve my students speaking capacity |  |  |  |
| The exploitation of media represents a powerful resource to enhance and enlarge the spectrum of speaking tasks in my classrooms |  |  |  |
| The attention to socio-cultural conventions is a prerequisite for effective speaking interactions in the classroom |  |  |  |
| The observation and analysis of students’ processes and products carried on with them represents a major factor towards competence |  |  |  |