***Progetto Lucca***

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FASE 3 - ATTIVITÀ 1

**Preparing a radio speech**

The class teacher invites students to read silently a report of an important event in the local paper.

They are asked to imagine they are newspaper reporters and only have three minutes slot on the radio to explain what happened.

Students jot down what they want to say and highlight the key words of their radio talk.

Teacher gets sure they grasped the gist of the article, recommends them to focus on the formal situation (medium, time, audience) and concentrate on how they are going to deliver their message.

Students set their stopwatch for 3 minutes and prepare their talks. A few of them are invited to deliver their speeches in front of the whole class.

Then teacher asks them to express their perceptions and feelings about their performances, providing them with a few helpful hints, such as:

* How well were you able to get your message across?
* Were you happy with your performances?
* Was there something you would have liked to change, add or skip?
* How did you feel while speaking? at ease, relaxed or tense and somewhat nervous?

Students answer expressing their reflections and personal insights; their feedback gives the opportunity for some “in itinere” evaluation.

The speeches have been tape-recorded to be played back to the whole class. The class is therefore divided into groups of four and given the chance to listen to them again and note down the debating points. They are asked to express their opinions on how the newspaper event was reported, suggest ways to improve the linguistic and paralinguistic features of their mates’ performances and reflect on the outcomes of their participation in terms of learning processes.

Their feedback is guided by a few “food for thought” tips given by the teacher:

* Did you get involved in your peers’ talks?
* Did you find their speeches communicative?
* What could you suggest to improve as for content and performance?
* How would you have liked to be one of the speakers?
* Do you think the activity was valuable to improve your speaking? To what degree?
* Was there a phase particularly effective for your learning process? Which one?
* Are there any other aspects you would like to point out?
* Would you like similar activities to become part of the weekly class practice?
* Are there any other issues you would rather discuss about?

The feed-back provides “food” for:

* the evaluation of the whole activity, its procedure and learning potentialities, and the teacher’s methodological approach;
* the students’ self-evaluation as to their participation, cooperation strategies and the awareness of the language progress they feel they have achieved.

The whole procedure may vary as to time duration, anyway should not exceed two lesson periods. This activity is recommended for a level B2 students.