

Ablauf des workshops

Beispielstunden zu

- Speaking
- Text- und Medienkompetenz
- Grammar
- Writing

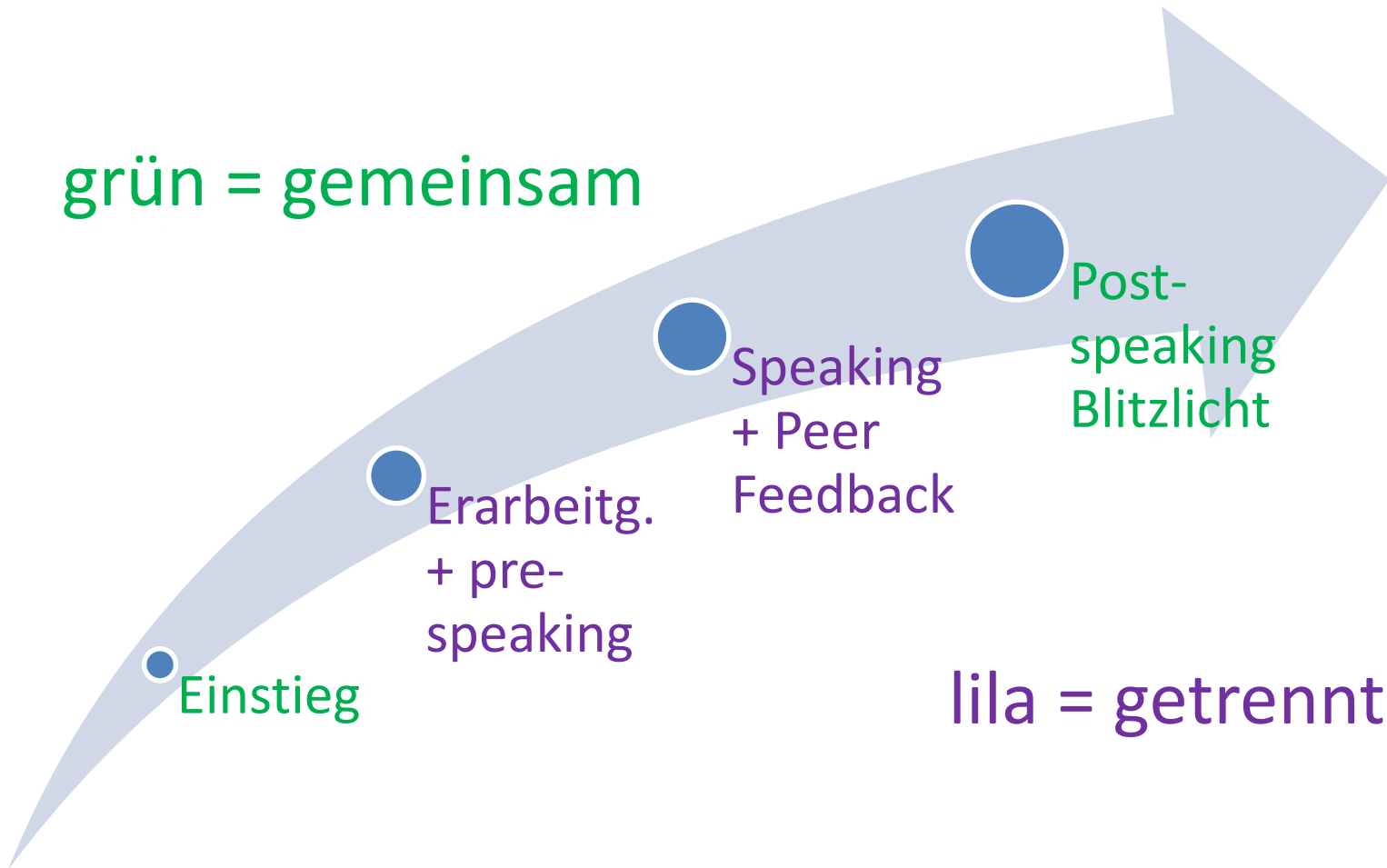
Methoden zum Reading

Motivating Learning

Speaking: Dialogisches Sprechen

Struktur der Stunde

grün = gemeinsam



lila = getrennt

Differenzierung nach

Arbeitstempo

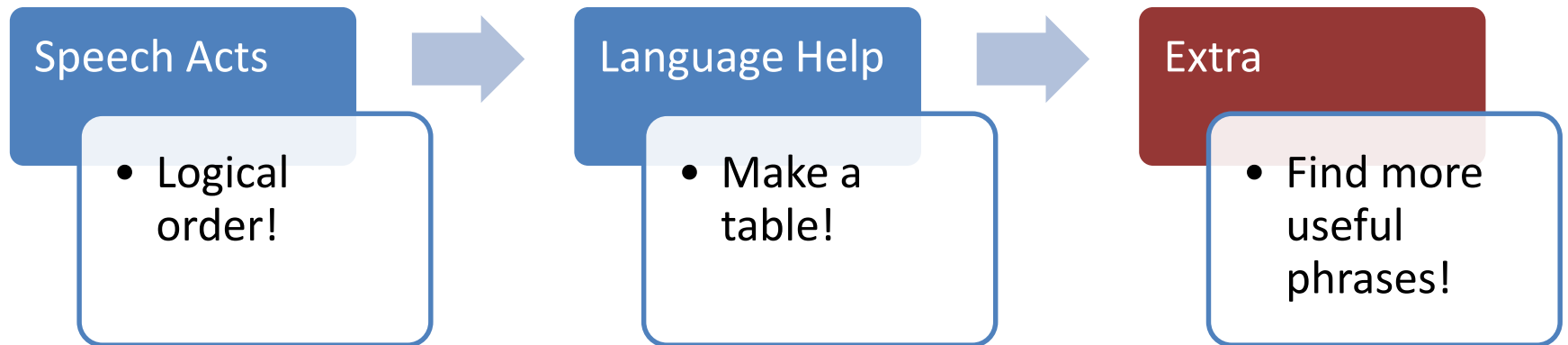
Niveau / Leistung

Grad der Unterstützung

Neigung / *Multiple Intelligence* ...

Phase 2: Erarbeitungsphase: **Differenzierung nach Arbeitstempo**

Aufgabe skills pages
Context Starter p. 163



Mögliches Schülerbeispiel!

Starting a discussion	<i>Today's issue is ... Why don't we ... first? Let me start with ...</i>
Expressing your opinion	<i>In my opinion ... I strongly believe that ... We must also consider ...</i>
Contradicting	<i>That's no the way I see it.</i>
...	

Phase 3: Pre-Speaking-Phase:

Differenzierung nach Niveau / Interesse

Partnerarbeit:

Find possible arguments for / against
one of the statements!

Phase 4: Speaking

Differenzierung nach Niveau / Interesse

discussion topics and tasks

- unterschiedliche Komplexität durch:
- Thema
 - Aufgabenstellung

Komplexität des Themas?

- Smartphones should be banned at school!
- Smartphones spoil good conversation!
- Should teachers communicate with students via online social networks?
- Teenagers today are very keen on status symbols!
- Status symbols spoil your character!
- Being young means rebelling against authority!

Komplexität des Themas

Topic 1

- Smartphones should be banned at school!

Topic 2

- Smartphones spoil good conversation!

Tasks

Komplexität der Aufgabe

task-based!

- present
- agree
- rank

topic based!

- Discuss and come to an agreement!

Komplexität der Aufgabe

Task 1

- **present**
- **agree**
- **rank**

Task 2

- **Discuss and come to an agreement!**

Komplexität / Verbindlichkeit der Aufgabe

Task 1

- **Highlight** 5 useful phrases to use in the discussion!
- **Tick them off** after using them!

Task 2

- **Use the phrases** from the list and tick off those you used!

Phase 5: Peer Feedback /
Reflexion des Lernprozesses

**Differenzierung nach Grad der
Unterstützung**

Peer Feedback

Grad der Unterstützung: *scaffold*

Task 1

- **Use the following questions** to give your partner feedback!

Task 2

- **Give your partner feedback** on ...!

Peer Feedback

Questions

- What was easy?
- What did you find positive / negative?
- How did your partner deal with...?
- How would your partner improve ...?


Peer Feedback

Give feedback on

- arguments
- way of arguing
- use of useful phrases

Post-speaking activity

post-speaking-activity

- 
- A decorative background consisting of several circles of varying sizes and shades of gray, some solid and some outlined, arranged in a scattered pattern.
- State your opinion on your topic in one sentence!