

Didactic building blocks in a speaking workshop FELLAHI Abdelkrim

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Abstract

The Speech Workshop is an interdisciplinary program that allows the child to speak more easily and more confidently during repeated contact with the speech process. The speech workshop can start at any elementary level, but ideally the process begins in kindergarten. It can be easily adapted to the needs of the speaker. Thanks to the speech workshop, students with different abilities have the feeling that they are successful and thus strengthen their confidence in their ability to express themselves. The speech workshop is a daily commitment of 30 to 45 minutes.

Keywords

Speaking - Workshop - Didactics

Résumé

L'atelier de parole est un programme interdisciplinaire qui permet à l'enfant de parler plus facilement et en toute confiance lors de contacts répétés avec le processus langagier. L'atelier de présentation peut commencer à n'importe quel niveau élémentaire, mais idéalement, le processus commence à la maternelle. Il peut être facilement adapté aux besoins des intervenants. Grâce à l'atelier de prise de parole, les étudiants aux capacités différentes ont le sentiment de réussir et renforcent ainsi leur confiance en leur capacité à s'exprimer. L'atelier de parole est une obligation quotidienne de 30 à 45 minutes.

Mots clés

Parler - atelier - didactique.Introduction

Introduction

The speaking workshop as a facility for learning speaking skills is not a sure-fire success. Didactic principles should be in place so that it works properly. These different, didactic principles are discussed below.

Freedom and accountability

This is about the free choice of the work material and the task from an offer with different forms of representation and with different degrees of difficulty. In addition, they are free to determine the timing as well as the pace of work and the sequence of activities. In addition, there is the free choice of work location either in niches, at tables, in the hallway, sitting on the floor... .ect

Furthermore, the student is free to choose his learning partner and social forms such as working alone, working in pairs, working in small groups. He also has the choice of practicing the various forms of work, such as giving summaries or speaking freely.

Orientation

The orientation means that the workshop takes didactically and pedagogically into account the development stages. It is about paying attention to the learner's needs for independence, movement, trust, self-

esteem, knowledge, understanding. In addition, she takes into account the holistic, individual personality of the student. Here the students can participate in the planning of the work in the workshop. (WERNER). The individual principles relating to the design of work in the workshop will now be discussed.

The principle of independence

This means that they should be able to work on a situation by appropriating their individual teaching and action options. This principle aims to develop the learner's independence, self-determination and self-identity.

The principle of differentiation

It refers to taking into account the heterogeneity of students. In this context, thematic-intentional aspects such as degree of difficulty and amount of learning content and learning objectives, performance capabilities, work pace and interest of the learner are dealt with. It is also differentiated according to methodological aspects. It is about the selection of different social forms, forms of communication and working methods. Furthermore, the differentiation takes place according to media aspects. It's all about the right work and visual aids. The latter can be differentiated according to social aspects. It is about promoting the social integration of individual learners and social cooperation in the class.

The principle of wholeness

As far as the principle of wholeness is concerned, the student is treated as a unit of thinking, feeling and acting, this means that the contents of the work in the workshop are treated from many perspectives (cf. WERNER, 2002, 21 ff.) .

The principle of structuring

The point here is to break down complex or complicated topics. The process of structuring should be worked out by the students (cf. WERNER, 2002, 21 ff.).

In this context, reference should be made to the considerations by BRAUER (2000) that, from a methodological point of view, the speech workshop is based on the project work of American pragmatism, e.g. the learning principle of John Dewey's "learning by doing" is clearly reflected in the speech workshop. The speech workshop has gained recognition by being an e A component of school education is regarded, although it is not carried out everywhere. It should be noted here, however, that speaking workshops are being practiced more in schools and universities.

The principle of atmosphere in the speech workshop

The speaking workshop is a facility in which speaking is learned. For this to work well, learning conditions should be created that encourage learning to speak. Rather, an

atmosphere should be created for this purpose. This aspect is discussed in more detail below.

The atmosphere in a speech workshop seems to be of great importance for the participants and the head of the speech workshop, because it influences the work of the speech workshop. In this context, it is said that it is equipped with a special classroom facility, such as a partition wall, a group seat, and learning materials such as paper, pens and dictionaries. There should be a relaxed atmosphere in which the speaking process should be carried out. In the following, the two relevant aspects that make up the atmosphere in a speech workshop are dealt with in more detail.

No grades should be given in the speaking workshop and no strict controls should be carried out in order to create a relaxed atmosphere for the speakers. It is about the privacy of the participants. They have to feel completely relaxed by talking about their life, i.e. when the participants talk about autobiographical texts or about their privacy, they shouldn't be afraid of the reactions of other participants.

As a result, the atmosphere should be impartial, i.e. each participant should have the opportunity to work with their own style.

All participants and even those who are insecure and have no motivation, including the teacher, should laugh

and speak along. However, each participant should also respect the oral work of the other participants. The speaking workshop offers interesting advantages in that it motivates learners to express their experiences and feelings orally. It also promotes linguistic communication between the members of the speech workshop. In it, the participants read letters, where they give their opinion on a text that has been written by a member. Suggestions for improvement regarding the form or the text content could also be made.

The work equipment is also important in the speech workshop. The participants should have a folder in which they can keep their oral work, such as texts, sketches, notes or fragments. These folders are to be regarded as an archive. From time to time the participants can pick up their old notes or texts from their folders in order to revise and improve them again. Next, the participants need a notebook that is considered private property, i.e. the other participants are not allowed to read this personal notebook. This notebook is also considered a kind of miniature speaking workshop. Poems, interesting observations, your own self-talk, events, memories, thoughts about speaking or reactions can be spoken in it. The materials provided are intended to encourage the participants to engage in a variety of speaking activities. The materials include:

- Worksheets to fill out

- Exercises with various self-checking devices
- Notebooks and books to read and look at
- Pictures, word cards.
- Craft material
- Games

In a speaking workshop, there are some rules that the participants should adhere to. You should put the material you used neatly back in its place after you have finished your work. They should also ensure cleanliness, and especially after they have crafted or cut paper. Furthermore, the games carried out and even the work in pairs or in groups can become disruptions for other participants. In this case, the head of the speech workshop intervenes by giving a signal through a bell or rattle so that the learners work quietly. When the session time runs out, music will be played to encourage participants to start cleaning up their materials. Then the participants sit down with the leader in a circle and discuss their activities during the course of the meeting, which in turn is to be assessed by the leader, i.e. which work has been successful and which is to be improved. The speaking workshop should be viewed as a permanent facility in the classroom. In this setting, speaking should primarily be encouraged by the following components; Speech materials, utensils for artistic creation, stamp boxes or type boxes, computers, newspapers, specialist

magazines, reference works, specialist books, pictures and texts from students, exhibition areas for long-term projects, individual tasks, joint work. These components are only shown in general terms and they could vary depending on the particularities of the subject or other specific requirements.

It is also noteworthy that the speech workshop serves to induce the speakers to act, such as dealing with the materials with which they could produce their speech products. The learning materials should be fully accessible to the participants by keeping them on open shelves. The shelves must, in turn, be arranged according to the learning areas speaking, listening and games and equipped with colored markings to enable easier orientation for participants. This order should be ensured by the head of the speech workshop by means of a check once a week. The leader can later entrust this task to other participants. The task of the leader can be taken over by a teacher or a tutor. In this sense, a tutor is a person who works at a university, for example. This is because he is hired by other teachers to teach and guide students. The tutor can be a student himself. He observes and helps the students with their learning problems. This teaching process is called a tutorial or tutorial.

The principle of head or tutor of a speech workshop

A leader or tutor is required to make the speech workshop run better. The leader or tutor of a speech

workshop could intervene in the various phases of the speech workshop. In the inspiration phase, he could use environmental stimuli, such as images of nature, to encourage creativity. In the incubation phase he could be helpful by helping with the search for information. In the verification phase, he could ensure that every member of the group could identify themselves. In addition, the teachers should practice speaking alongside the learners in the speaking workshop.

In conventional lessons, the head of the speech workshop has the following task:

He offers the necessary knowledge, it conveys and explains. He should also motivate and guide the learners. However, its role in the workshop looks different:

The role of the teacher varies as the work progresses. In the preparation phase, the role of the didactician and organizer plays. He decides whether a topic is suitable for the workshop. The sub-aspects of the topic are determined together with the students. He also formulates differentiated work orders. It determines which forms of learning control are to be followed. In addition, he takes care of the preparation of the classroom and the presentation areas. In the workshop phase, the role of the teacher changes. He is seen as a consultant, helper, moderator and diagnostician. He observes the work behavior of each student. This observation enables the teacher to draw conclusions about their working methods

in order to provide possible individual help or to take support measures. Based on these observations, a later revision of the workshop could be directed to the cradle. He intervenes when the students keep. In this sense he should exercise didactic restraint. In the final phase, the moderator takes on the role of talking to the students about experiences, problems and learning outcomes. Then he presents the work that the students corrected themselves.

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