



**Please note:**

Enrolment will be made through ESSARP's web page. If you have enrolled for a course and will not be able to attend a single session or the whole course, please advise at the Centre as soon as possible. Please ensure a prompt start by planning to arrive in advance of the beginning of the session.

### D1174 - "Oracy Strategies for the English Classroom"

<b>Dates:</b>	15 al 21, 22 al 28 of September, 29 September al 05 de October, 06 al 12 of October from 13:00 hs. to 13:00 hs. - 2025		
<b>Venue:</b>	Distance		
<b>Sessions:</b>	4	<b>Minimum attendance for certificates:</b> 3	<b>Vacancies per school:</b> 2
<b>For:</b>	Primary and Secondary School Heads, Coordinators and Teachers		

Please enrol before: **2025, Sep 10th**

**Facilitator(s):** *Ms. Luciana Fernández*

Luciana Fernández is a graduate teacher of English who has been teaching English for the past twenty-nine years. She has specialized in Methodology and Teaching Practice and she holds a Diploma in Educational Research from the University of Cambridge, Faculty of Education. She holds two post graduate certifications in Thinking Cultures and Teaching for Comprehension. She is a Reading and Literacy expert and has been training teachers in this area for the past fifteen years. She is a teacher educator and has designed several presentations and courses for professional development both in Argentina and abroad. Her presentation at ARTESOL 2015 was selected to be presented at TESOL International as a Best Affiliate Session. She is one of the 50 scholarship winners who attended and presented at IATEFL, held in Birmingham in April 2016. She was later on invited to be a presenter at the Young Learners and Teenagers SIG pre conference event and at the main conference. Luciana has been the Head at several bilingual IB institutions in Buenos Aires. At present she is a school advisor, teacher trainer and facilitator at ESSARP (English Speaking Scholastic Association of the River Plate), where she trains heads and teachers from the most important bilingual institutions in Argentina.

**Objectives:** Develop an understanding of oracy as a key component of English language learning.  
Explore strategies to enhance students' speaking and listening skills across age groups.  
Integrate oracy into everyday classroom practices, assessment, and cross-curricular activities.  
Foster inclusive and dialogic classroom environments that promote student voice and participation.

**Contents:** Definition and dimensions of oracy (cognitive, social, linguistic, physical)  
Why oracy matters in English education  
The link between oracy, literacy, and equity  
Ground rules and routines for talk  
Exploratory talk, dialogic teaching, and student voice  
Group work, roles, and talk scaffolding  
Activities to foster fluency, articulation, reasoning, and confidence  
Listening as an active and teachable skill  
Age-appropriate oracy goals: primary vs. secondary focus  
Embedding oracy in lesson planning and curriculum  
Tools for assessing oracy (rubrics, peer feedback, recordings)  
Oracy across subjects and digital tools for practice

**Bibliography:** To be specified.

**Methodology:** Fully online, asynchronous format via a virtual learning platform.

Each module includes:

A short reading or video lecture

Practical ideas and approaches

A reflective forum discussion

Emphasis on collaborative learning and reflection.