Task	**20+ Ways of getting learners to talk English – a training task for language teacher education**
Summary:	The participants first reflect on and brainstorm situations which prompt them as individuals and people in general to talk to someone. On the basis of these suggestions they then develop communicative settings and interactive tasks for their learners in the ELT classroom. In a further step they develop ways of adapting these tasks in terms of language level, complexity, focus and topical content. They can also turn these tasks into game-like interactions. Being aware of the vast number of potential interactive situations will help teachers become less reliant on their textbooks and more competent in developing their own tasks in situ by using their learners' thoughts, lives, experience and playfulness as inspiring starting points for language practice.
Language level:	Any
Competences:	Suitable for pre-service and in-service teacher education and professional development
Available materials:	Ideas can be found in books with communicative activities and puzzles from the last 40 years by Michael Legutke, Howard Thomas, Penny Ur, Mario Rinvolucri, Ruth Wajnryb, Friederike Klippel, Alan Maley, Andrew Wright and lots of others.
Preparation:	Paper and pen for everyone. Large selection of all sorts of illustrations (objects, people, situations, landscapes, patterns etc.) cut out of magazines, advertising brochures, newspapers, catalogues etc. A big stack of small blank cards.
Procedure:	1. Each participant is asked to think of the range of situations, which motivate them to speak in their everyday lives and note these down. Situations may include all kinds of positive, neutral and negative communicative contexts. 2. In pairs or small groups the participants then compare their notes and brainstorm more situations. 3. Then they group these instances into categories based on the trigger which motivates someone to speak. They will probably end up with rough categories like: wanting to know or find out something, voicing an opinion, telling a story, describing something, explaining something, etc. basically those language functions which underlie the communicative approach. These are written down. 4. All results are pooled, sorted and displayed on whatever medium (flipchart, blackboard, whiteboard, computer screen, pin-board) is available. 5. Groups of four or five participants are then given two of these categories (or they may choose two of them) to work with. Their task is to devise a minimum of two communicative tasks for each of their categories. They may use some of the pictures as material and small cards to give verbal prompts. They are also free to introduce concrete objects which are available. Instructions for each task are written up on a separate piece of paper. For each activity a rough indication of the language level should be given. 6. Groups swap their activities (i.e. instructions and materials) and try them out. 7. In a final feedback session, participants comment on the tasks they have devised and tried out. Comments should focus on various aspects of each task,

	e.g. goal, structure, language level and language focus, potential for different groups of learners, enjoyment, adaptability, possible pitfalls.
	8. The tasks which are considered the best ones by the majority of the participants are written up for everyone.
Remarks:	1. Steps 1 to 3 may be left out and a list of language functions distributed, which are to form the basis for the communicative activities.
	2. In inexperienced groups an example showing different ways of making the activity more interesting may be introduced beforehand. Possible restrictions/modifications for an activity are e.g. setting a minimum or maximum time limit, asking for a required number or set of responses (e.g. responses starting with a particular phrase), giving specifications for responses (number of words, avoidance or use of a particular word or phrase, responding with a question or statement, etc.), determining the sequence of responders through random numbers, introducing "jokers".