

Tell Me A Story Didactic Approach

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The didactic approach of TMAS is inspired to the standards of *CEFR* (2001) and also to the wide debate that was opened in Europe after the *CEFR* publication, mainly about the impact on language learning and teaching, also in the field of LSP didactics.

In line with the *CEFR*, TMAS adopts an action-oriented approach, where the learner is a social agent, i.e. member of society who has "tasks (not exclusively language-related) to accomplish in a given set of circumstances, in a specific environment and within a particular field of action" (2001: 9).

The learner is the focus of this approach: he/she develops a range of competences, in various contexts under various conditions "to engage in language activities involving language processes to produce and/or receive texts in relation to themes in specific domains, activating those strategies which seem most appropriate for carrying out the tasks to be accomplished" (id.).

Applying the *CEFR* guidelines to TMAS, in the first step, the TMAS partners have to analyze the language needs of the their potential learners (the target group) to find out in which situations tourist guides need foreign languages and what skills are required. The TMAS partners also have to ask the target group about the preferences with respect to languages, didactics organization, time, media types, etc.

In this step, the TMAS partners have to work also to collect a "tourist discourse corpus" with two sub-corpora, a written corpus including tourist guidebooks, online tourist descriptive and narrative texts, and an oral corpus of audio recordings during the tourist tours.

The whole corpus have to be submitted to a linguistic analysis to describe

1. the typical features of the interactions at the pragmatic, lexical and syntactic levels;
2. the grammar, following indicators such as frequency, simplicity and relevance.

The linguistic analysis support the choose of the linguistic elements for the different lessons.

The previous steps are fundamental to confirm that the learning materials should be at the A1/A2 level.