



Generalitat de Catalunya
Departament d'Ensenyament

L'expressió oral al nivel C1: conclusions



Integrants del grup de treball

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Objectius curs 2016-17

- Continuar millorant la nostra pràctica docent a l'aula pel que fa a l'expressió oral de l'alumnat.
- Proporcionar eines per fomentar l'ús de la llengua fora de l'aula, per tal de continuar estimulants el desenvolupament tant de l'autonomia de l'alumnat com del treball col·laboratiu
- Aconseguir que l'alumnat incorpori i utilitzi amb precisió un ventall de vocabulari i estructures gramaticals complexes pròpies de nivell C1
- Aconseguir que l'alumne incorpori i utilitzi diferents registres en el seu discurs de manera acurada.
- Preparar un dossier d'activitats imprescindibles que permetin a l'alumne millorar la seva fonètica (pronúncia, ritme i entonació)
- Implementar i avaluar les activitats d'aula proposades el curs anterior i proporcionar feedback

Estratègies curs 2016-17

- Reflexió sobre la nostra pràctica docent a l'aula (gestió de l'aula, aspectes de correcció, auto-estima de l'alumnat) i modificacions de la mateixa a partir del pilotatge de diferents activitats a l'aula.
- Recopilació de bibliografia i material existent sobre el tema
- Modificació, de les rubriques d'avaluació a partir dels resultats del pilotatge

Activitats de pilotaje 2016-17

- Pilotatge d'activitats d'aula per a la millora de l'expressió oral: debats de "Loose Women", "The Guardian 5 minute debates", "Dramatic monologues", "Mock presentations", "Mock debates"
- Pilotatge de rúbriques per avaluar tasques d'expressió oral (rubrica del professor, peer assessment, self-assessment): debats i presentacions



Avaluació pilotatge 2016-17

- Grau de satisfacció dels membres del grup de treball
- Grau de satisfacció dels alumnes amb les activitats proposades
- Valoració dels altres membres dels grups de treball de C1 (CO i EE)
- Grau de millora observat i quantificat pel que fa a l'expressió oral dels nostres alumnes.

1. Debats

- Activitat triada: “Loose Women: Silver splitters”
- <https://www.youtube.com/watch?v=JubVAHZAeuw>
- Tots els membres del grup pilotem la mateixa activitat, amb les mateixes tasques i el mateix full d'avaluació, que mostrem a continuació:

Els debats

- Importància d'activar vocabulari i expressions adequades per les diferents parts del debat
- Els alumnes tenen diferents rols en els debats de pràctica
- Observar com debaten altres persones: “Loose Women” i “The Guardian 5 minute debates”
- Treballar els transcripts de diferents debats per identificar i incorporar expressions
- Fer brainstorming dels pros and cons d'un tema de debat abans de practicar a classe

Rise In Divorce | Loose Women

Warm up

1) **Work in pairs. Discuss the following question:**

- ❑ What does the expression 'silver splitters' refer to?

Listening

You are going to watch a short video about the rise in divorce.

2) **Watch the short video and check your guesses.**

3) **Listen and take notes.** <https://youtu.be/JubVAHZAeuw>

4) **Work in pairs. Explain what it is said about:**

- A. Getting married later
- B. Immigration
- C. Older couples
- D. Financial independence
- E. Choice
- F. Breakup
- G. Key of older marriages

5) **At home make the transcript of the debate.**

6) **Work in groups. Check the transcript.**

7) **Work in groups. Analyze the transcript and complete the table:**

Topic-related words & phrases	Arguments used by the speakers to support their points	Language for debates

Speaking

8) **Choose two of the topics below to talk about. Spend a few minutes preparing what you want to say about each one. Then work in groups and share your ideas.**

- ❑ Why divorce rates are rising
- ❑ How to have a long and happy relationship
- ❑ The pros and cons of having kids

Evaluation of the class activity based on “Loose Women” debates: “Silver splitter and divorce”

Please, rate from 1 to 4 the following aspects:

1. The activity was useful

1 2 3 4

2. The activity has allowed you to identify the structure of the argumentation in the “Loose Women” program

1 2 3 4

3. The activity has allowed you to structure your debates in class better

1 2 3 4

4. The activity has allowed you to identify vocabulary and new expressions to be used in your debates

1 2 3 4

5. The activity has allowed you to incorporate and use new vocabulary and expressions in your discourse

1 2 3 4

6. The activity has allowed you to identify the discourse strategies used by the participants

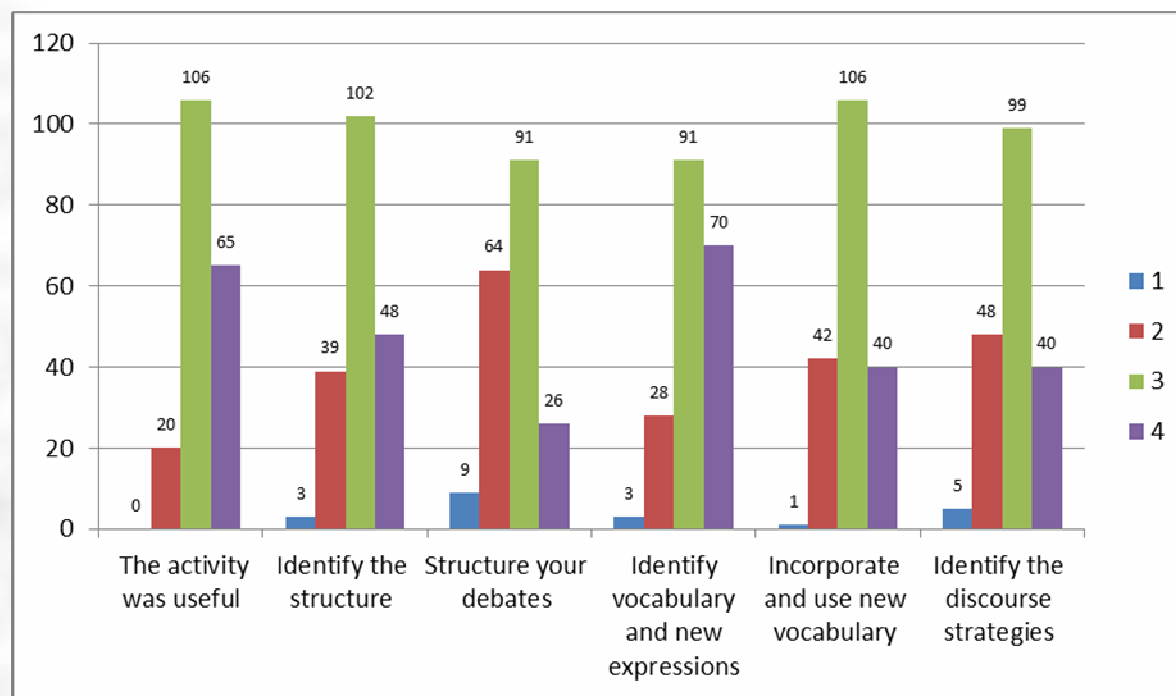
1 2 3 4

7. The activity has allowed you to incorporate and use some of the discourse strategies used by the participants in your debates

1 2 3 4

Thanks for your time!!!!

1. Debats: resum enquesta alumnes



2. Dramatic monologues

- Dramatic Monologues for Listening Comprehension, Volume 2 , CUP(Colin Mortimer)
- El professor exemplifica un dels monòlegs als alumnes i n'assigna un a cada un
- Els alumnes preparen el monòleg a casa, que posteriorment llegeixen a classe
- Importància dels aspectes suprasegmentals
- Els companys de classe han de respondre unes preguntes en grups de quatre basades en allò que han entès

RUBRIC TO EVALUATE THE ACTIVITY DRAMATIC MONOLOGUES

Please, rate from 1 to 4 the following aspects (1-weak, 4-strong):

1. The activity was useful

1 2 3 4

2. The activity has allowed you to identify the importance of pronunciation to convey meaning

1 2 3 4

3. The activity has allowed you to identify the important elements in speech (word stress, sentence stress, intonation, rhythm, thought groups, chunking)

1 2 3 4

4. The activity has allowed you to feel more confident in front of an audience.

1 2 3 4

5. The activity has allowed you to incorporate the key elements of good pronunciation in your performance

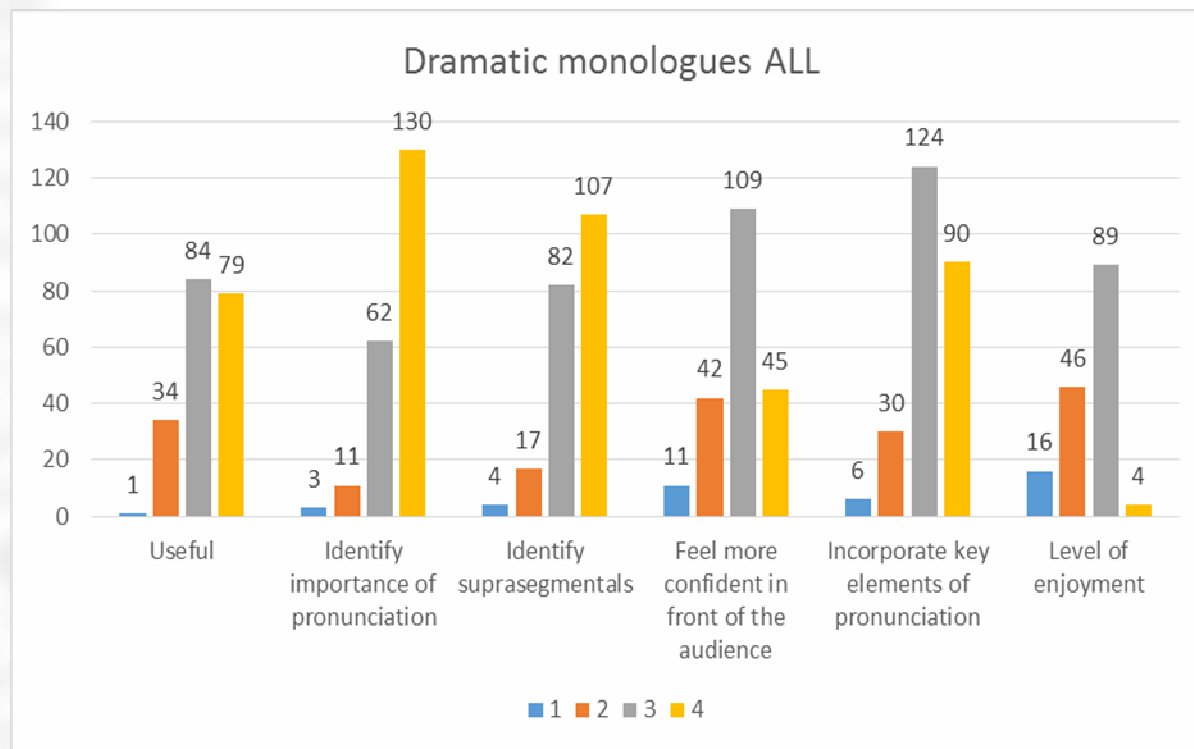
1 2 3 4

6. Did you enjoy yourself doing this activity?

1 2 3 4

Comments:

2. Dramatic monologues: buidatge enquesta satisfacció



3. Mock presentations

- Els alumnes trien un tema per presentar i el preparen a casa seguint les recomanacions treballades a classe.
- Després de la presentació, els companys de classe avaluen la presentació realitzada. El professor fa el mateix
- L'alumne que ha presentat completa un qüestionari d'autoavaluació a casa.

Presentacions: autoavaluació

GENERAL ASPECTS

- 1- What have you especially liked about your presentation?
- 2- What haven't you liked at all?
- 3- How did you feel while you were giving your presentation?
- 4- What would you change if you could do it again?

INTERACTION

- 1- Did you make yourself understood? Do you think your classmates understood you?
How did you notice it?
- 2- Did you read during your presentation?
- 3- Do you think it was an original presentation?

Presentacions: autoavaluació

PRONUNCIATION AND INTONATION

- 1- Did you try to imitate the accent and intonation of English?
- 2- Before giving the presentation, did you check the pronunciation of the most important words? How did you check it?
- 3- Which sounds do you think you pronounced well?
- 4- Which sounds do you think you can improve?

VOCABULARY AND STRUCTURES

- 1- Have you used at least ONE sophisticated grammatical structure?
- 2- Have you used signposting and at least 5 words or expressions learnt during this year?

Presentacions: peer assesment

- ❖ Was the presentation interesting? Lively? Clear? Was the pronunciation correct?
- ❖ Did the beginning have impact? Did you want to hear more?
- ❖ Was there a logical structure- a beginning, middle and end?
- ❖ Was it divided into sections? Did you hear any signposting language to tell you your partner was moving from one section to another?
- ❖ Was there a conclusion?
- ❖ In the Q&A were the questions answered with conviction?
- ❖ Can you briefly jot down the highlights and weaknesses of the presentation?

Presentacions: rúbrica professor

NONVERBAL SKILLS	5	4	3	2	1
EYE CONTACT	Holds attention of entire audience with the use of direct eye contact, not looking at notes at all.	Consistent use of direct eye contact with audience, seldom looking at notes.	Use of direct eye contact, but still returns to notes.	Displayed minimal eye contact with audience, while reading mostly from notes.	No eye contact with audience, as entire presentation is read from notes.
BODY LANGUAGE	Fluid movements which help the audience visualise.	Movements and gestures that enhance articulation and speech delivery.	Few movements and descriptive gestures, but still they enhance the speech delivery.	Very little movement or descriptive gestures.	No movement or descriptive features.
POISE	Student displays relaxed, self-confident nature about self, with no mistakes.	Student looks relaxed and self-confident, and makes only minor mistakes.	Student makes a few mistakes, but quickly recovers from them; displays little or no tension.	1. Displays mild tension; has trouble recovering from mistakes. 2. Doesn't make mistakes, but it's basically because she/he is reading all the time.	Tension and nervousness is obvious; has trouble recovering from mistakes.

Presentacions: rúbrica professor

VERBAL & LANGUAGE SKILLS	5	4	3	2	1
ENTHUSIASM	Demonstrates a strong, positive feeling about the topic during entire presentation.	Shows fairly positive feelings about the topic.	Occasionally shows positive feelings about the topic.	Shows some negativity about the topic presented.	Shows absolutely no interest in the topic presented.
ELOCUTION AND PRONUNCIATION	Student uses a clear voice and correct, precise pronunciation, stress and intonation.	Student's voice is clear. Student pronounces most words correctly and the intonation and stress are fairly accurate.	Student's voice is clear most of the time. Some words are pronounced incorrectly and the intonation is not always accurate.	Student's voice is low or unintelligible. Student pronounces words incorrectly and some parts are difficult to follow.	Student mumbles, incorrectly pronounces terms, it's extremely difficult to follow.
VOCABULARY RANGE & GRAMMATICAL ACCURACY	Exceptional resources, both structural and lexical. High level of grammatical accuracy.	Varied resources, a few minor mistakes.	Adequate but limited resources. Errors are generalised though they do not impair communication.	Very limited resources and many systematic and non-systematic errors which impair communication.	So poor there's no communication. Many mistakes which make it hard to understand what student is saying.

Presentacions: rúbrica professor

OVERALL IMPRESSION	5	4	3	2	1
ORGANISATION	The type of presentation is appropriate for the topic, uses signposting, is totally intelligible, clear, coherent and logically structured. Length of presentation within the assigned time limits.	Corresponds mostly to the task. In general, intelligible, clear and coherent, though there are some mistakes concerning the structure and cohesion of the discourse. Length of presentation within the assigned time limits.	Corresponds partially to the task. It's not clear and intelligible enough. Many mistakes concerning the structure and cohesion of the discourse. Length of presentation beyond or below the assigned time limits.	Doesn't correspond to the task. It's not clear, coherent or fluent. It's difficult to follow because of the errors in the structure and the lack of cohesion in the discourse. . Length of presentation beyond or below the assigned time limits.	Doesn't correspond to the task. It's difficult to assess the speaker because the presentation totally lacks coherence and it's not intelligible. Length of presentation beyond or below the assigned time limits.
MASTERY OF THE SUBJECT & CONTENT	Original spoken presentation with depth of commentary. Able to answer questions properly. There was a theme or take-home message to the presentation.	Original and mostly spoken presentation, seldom reads. Answers questions fairly confidently. Quite relevant presentation.	Relevant presentation with traits of spontaneity, but student hasn't rehearsed enough and sometimes hesitates and needs to read notes.	Memorised presentation. Quite boring, irrelevant content or /and not entirely original.	Student has memorised her/his presentation or has been reading most of it. Very boring.

Please, rate from 1 to 4 the following aspects (1-weak, 4 strong)

1. The activity and its preparation have allowed me to structure my presentation

1 2 3 4

2. The activity and its preparation have allowed me to use signposting language in presentations

1 2 3 4

3. Peer assessment has allowed me to learn and incorporate new elements for my presentation

1 2 3 4

4. The feedback provided by my peers has been useful

1 2 3 4

4. The feedback provided by the teacher has been useful

1 2 3 4

5. The activity and its preparation have allowed me to improve my pronunciation

1 2 3 4

6. The activity and its preparation have allowed me to increase my confidence in front of an audience

1 2 3 4

7. The activity and its preparation have allowed me to improve my rhythm, intonation and stress.

1 2 3 4

8. The activity and its preparation have allowed me to improve my presentation skills

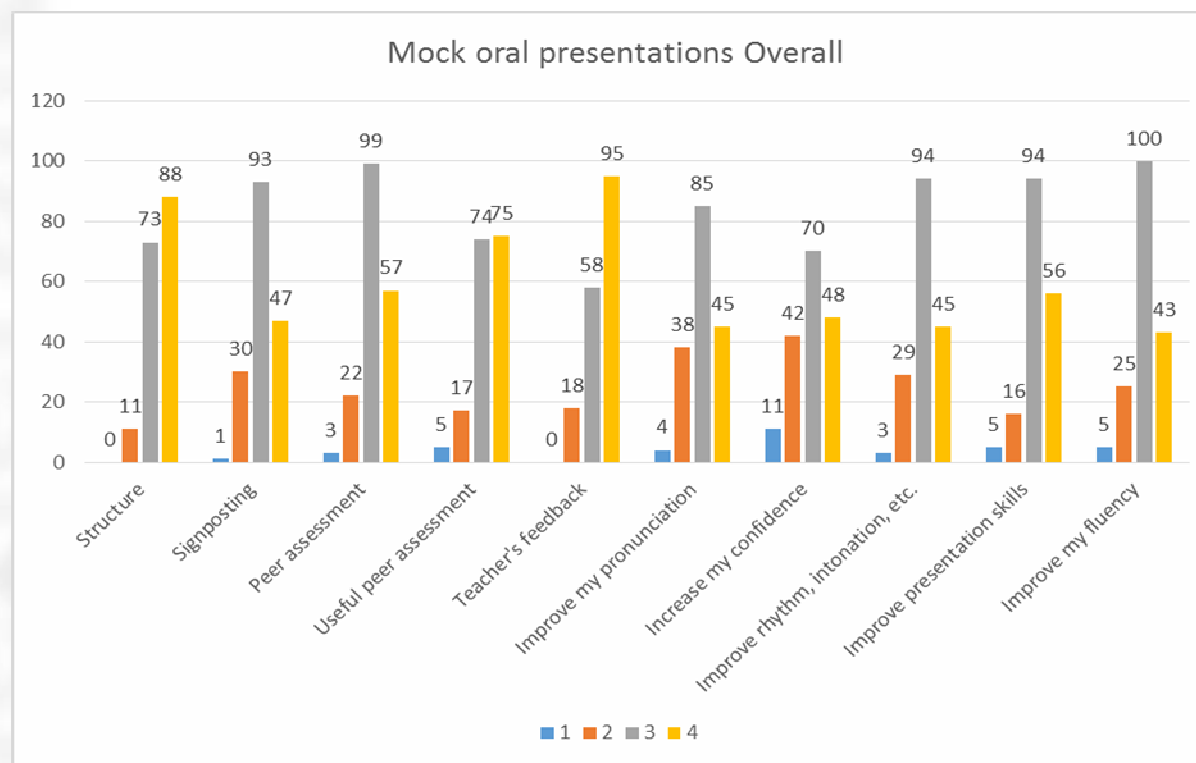
1 2 3 4

9. The activity and its preparation have allowed me to improve my fluency

1 2 3 4

Comments:

Pilotatge: enquesta “mock presentations”



Grau de millora observat

- A fi de poder quantificar el grau de millora observat, avaluem els mock debates i els mock presentations internament amb una còpia de la graella que fem servir a l'examen final.
- El diferencial entre el mock exam i l'examen final oscil·la entre 0 i 2 punts de mitjana

Conclusions

- Totes les activitats prèvies de pràctica de l'expressió oral, i la seva posada en escena en els mock presentations i mock debates han acabat tenint una incidència en el grau d'èxit dels nostres alumnes
- Aquestes activitats prèvies tenien com a objectiu la presa de consciència de la importància dels diferents aspectes relacionats amb l'expressió oral
- Us animem a continuar ampliant el banc d'activitats iniciat.



Gracias por vuestra
atención