

LLICÈNCIES RETRIBUÏDES PER A TREBALLS DE RECERCA I ESTUDIS
DEPARTAMENT D'EDUCACIÓ
CURS 2006-2007

**L'ANGLÈS A LES NOSTRES AULES:
UNA LLENGUA PER COMUNICAR-SE?**

**Proposta per millorar l'aprenentatge de
la interacció oral a les aules.**

**ANNEX 2:
ACTIVITATS I MATERIALS PER
L'APRENTATGE D'ESTRATÈGIES
D'INTERACCIÓ ORAL**

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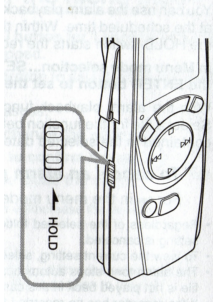
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INSTRUCCIONS

VOICE RECORDER: INSTRUCTIONS

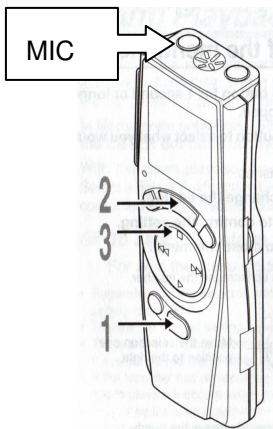
How does the voice recorder work?



TO SWITCH ON:

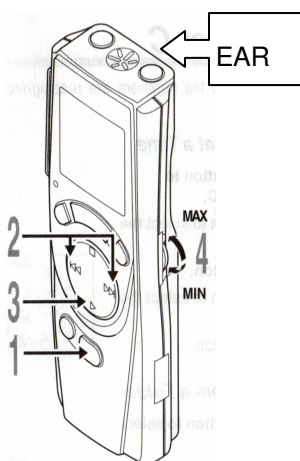
Set the HOLD SWITCH TO THE hold POSITION

RECORDING: While you do your exercises.



- Choose your Folder. Press FOLDER (1) button and find your folder (A, B, C or S)
- Microphone Sensibility: LOW
- Recording mode: HQ
- Record your exercise. Press the REC (2) button to start.
- Speak clearly near the Microphone.
- Stop it when you finish: Press the STOP (3) button.
- Don't stop it while you're doing your exercise.**

PLAYING BACK: To listen to your exercise to complete the questionnaires.



- Connect earphones to the earphone jack. EAR IF YOU NEED TO.
- Press FOLDER (1) button and find your folder (A, B, C or S)
- Press ►► + or ◀◀ - to select the desired folder. (2)
- Press PLAY ► to start playback. (3)
- Use the VOLUME control to adjust it. (4)
- If you need to listen slower, press PLAY button while the recorder is playing back.

WHEN YOU FINISH: Switch off the recorder. HOLDER

ACTIVITATS



ORAL ACTIVITY 1: THE PARTY

Date:

Names:

Work in groups of 4.

This Saturday one of you is going to have a party. You must decide and complete this card:

MENU	
Where is the party? <hr/> <hr/>	Drinks: <hr/> <hr/> <hr/>
Who are you going to invite? (10 max.) <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Food: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Activities:	Other things:



ORAL ACTIVITY 2: Draw the picture (Student A)

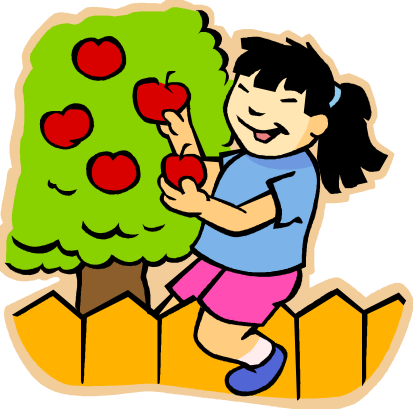
Date:

Your Name:

Your partner's name:

Work in pairs.

Explain your picture to your partner as exactly as you can. Your partner must draw it. Don't show it until you finish!

Student A: My picture	Student A: My partner's picture
 A cartoon illustration of a young girl with black hair in a ponytail, wearing a blue shirt and pink shorts, standing in a yellow fence and picking red apples from a green tree.	



ORAL ACTIVITY 2: Draw the picture (Student B)


Date:

Your Name:

Your partner's name:

Work in pairs.

Explain your picture to your partner as exactly as you can. Your partner must draw it. Don't show it until you finish!

Student B: My picture	Student A: My partner's picture
 A cartoon illustration of a young boy with black hair, wearing a yellow long-sleeved shirt and blue pants. He is crouching on a light blue surface, holding a wooden stick that is connected to a small red boat with a yellow sail. The boat is floating in a small pool of blue water.	

ORAL ACTIVITY 3: DESCRIBE THE PICTURE

Student A



PART 1: Describe these pictures to your partner. He/She must guess which picture you are describing. Be careful, the order of the pictures is very important. **It must be exactly the same!**



Example: In the first picture there is a boy.....

ORAL ACTIVITY 3: CHOOSE THE CORRECT PICTURE

Student B



PART 1: Listen to the description of your partner's picture. Choose the picture that is exact to his/her picture.



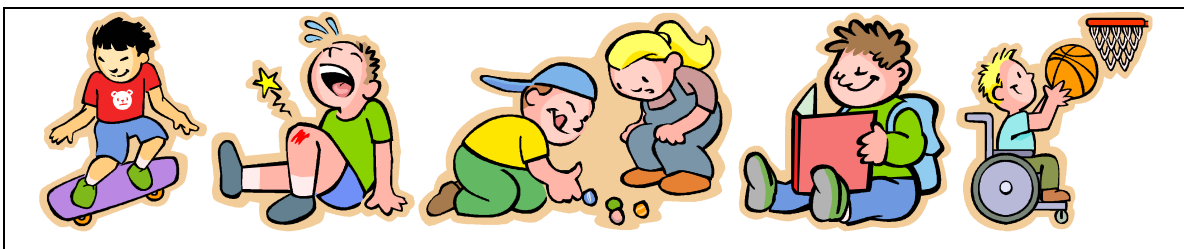
Picture 1



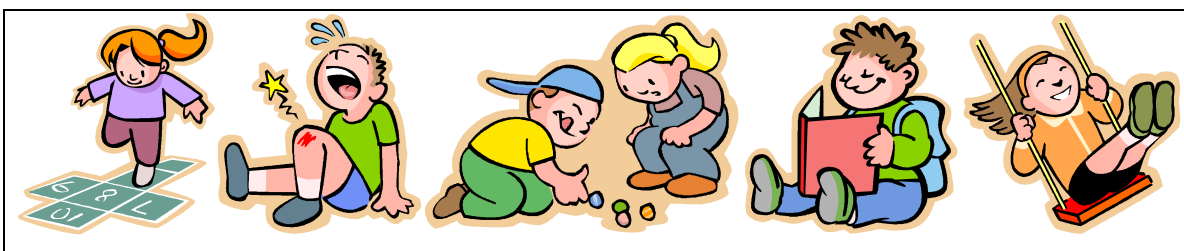
Picture 2



Picture 3



Picture 4



Picture 5

ORAL ACTIVITY 3: CHOOSE THE CORRECT PICTURE

Student A



PART 2: Listen to the description of your partner's picture.

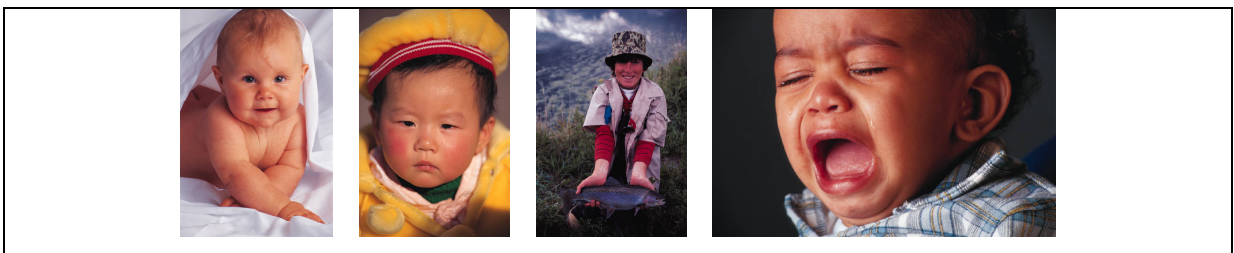
Chose the picture that is exact to his/her picture.



Picture 1



Picture 2



Picture 3



Picture 4

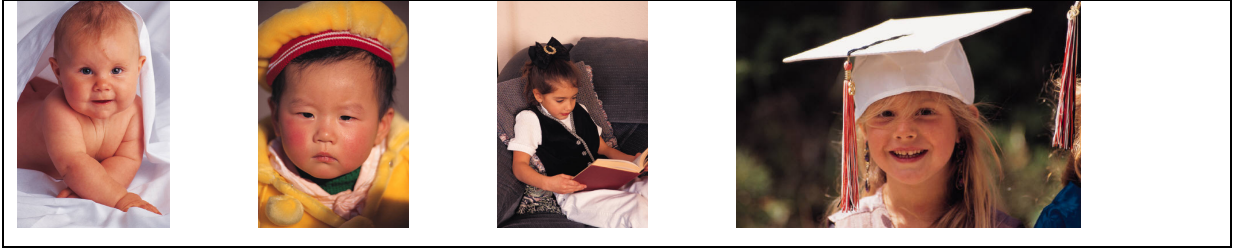


Picture 5

ORAL ACTIVITY 3: PICTURE DESCRIPTION Student B



PART 2: Describe these pictures to your partner. He/She must guess which picture you are describing. Be careful, the order of the pictures is very important. **It must be exactly the same!**



Example: In the first picture there is a baby.....



ORAL ACTIVITY 4: Describe the pictures and guess them

Materials you need: 1 set of pictures per group. The vocabulary helpers, specially: To describe a word or concept...

Aims: DESCRIBE THE PICTURES AS CAREFULLY AS YOU CAN.

Instructions:

Read the instructions carefully:

- Work in groups of four.
- Take a picture and don't show it to your partners.
 1. Take a set of cards.
 2. Shuffle the cards.
 3. The oldest of the group starts.
 4. Take one picture and look at it.
 5. Don't show it to your partners.
 6. Describe the picture.
 7. The rest of the group must guess the picture.
- When somebody says the correct answer, start again.
- The person on the right continues,
- Take another card and start again.

USEFUL VOCABULARY:

Look at the vocabulary helpers.



ORAL ACTIVITY 5: LET'S PLAY A GAME: JUST ONE MINUTE

Materials you need: 1 set of 36 cards: "Just one minute topics".

Aims: DON'T STOP TALKING FOR ONE MINUTE AND USE THE WORDS (well, ...) TO HELP YOU TO GO ON.

Instructions:

Read the instructions carefully:

- You're going to talk about a topic **for one minute**.
- Work in groups of four.
 1. Take a set of cards.
 2. Shuffle the cards.
 3. The youngest of the group starts.
 4. Take one card and read the topic.
 5. Show it to your group.
 6. You have **20 seconds** to think before start talking.
 7. Start talking.
- If you stop talking for **more than 5 seconds** the others can knock on the desk and you loose your turn.
- The person who has knocked first can continue.
- The person who is talking when the minute finishes is the winner and has 1 point.
- Take another card and start again.

USEFUL VOCABULARY:

- When were you born? I was born in (February)
- I'm the first.
- It's my turn.
- It's your turn.
- Take one card.
- Show me the card.
- Start talking.
- I'm the winner.
- You stopped for more than 5 seconds!



Just one minute: topics

My family	My friends	My house
My favourite object	My school	Likes and dislikes
Travelling	A fairy tale	My future
My habits	An adventure	Describe an object
A dream	Describe one classmate	My teacher
My favourite TV programme	Cinderella	My bedroom



Just one minute: topics

My favourite clothes	My village	My favourite animal
My favourite food	Winter	Spring
Autumn	Summer	My birthday
My hobbies	A film	Homework
My fantastic holidays	A day in the beach	Skiing
A party	A terrible day	My favourite present



ORAL ACTIVITY 6: LET'S PLAY A GAME: FINISH YOUR CARDS!

Materials you need: 1 set of 18 cards: "Just one minute topics".

Aims: USE THE EXPRESSIONS OR DO THE ACTIONS YOU HAVE IN YOUR CARDS.

Instructions: Read the instructions carefully:

- You can talk about the topic you like.
- You must use the expressions or do the actions during the conversation.
- You can change the topic when you like.
- Work in groups of three.
 1. Take a set of cards.
 2. Shuffle the cards.
 3. Deal them all out.
 4. The oldest of the group starts.
 5. He/she has **20 seconds** to think before start talking.
 6. If he/she can't say anything, any other person who can use one card starts.
 7. When you use one card put it on the table.
- The person who finishes his/her cards is the winner and has 1 point.
- Shuffle the cards and start again.

USEFUL VOCABULARY:

- When were you born? I was born in (February)
- I'm the first.
- It's my turn.
- I have finished my cards!
- Start talking.
- I'm the winner.
- I think this sentence is not correct. What do you think?
- I don't agree with you.



Useful words and expressions

Well...	I think that	You know...
You know what I mean?	Right...	You see...
Ok	I don't know but...	How do you say in English?
<i>(Describe an object.)</i>	<i>(Describe a person)</i>	<i>(Use mime)</i>
<i>(Use a synonym to explain the meaning)</i>	What do you mean?	Oh, really?
Oh	Ah	Em...

VIDEO ACTIVITY: LADIES IN LAVENDE (La última primavera)



Watch the following scenes. Write the number in the grey squares. Sometimes you need to write more than one number:

▪ MIMES, FACIAL EXPRESSION, POINTS...

- 1- He/she uses mime or facial expression to indicate he/she doesn't understand.
- 2- He/she uses mime or facial expression to indicate he/she understands.
- 3- He/she points or mimes the meaning of the word or sentence.
- 4- He/she uses facial expression to ask if he/she understands.
- 5- He/she uses mime or facial expression to be sure he/she understands.



▪ SPEAKS, ASKS...

- 6- He/she uses words to indicate he/she doesn't understand.
- 7- He/she corrects or helps.
- 8- He/she changes to other language to help to understand.
- 9- He/she asks for clarification because he/she doesn't understand.
- 10- He/she asks to be sure he/she understands.
- 11- He/she uses a synonymous or explains in other words.



▪ OTHER

- 12- He/she gives time to think



Characters:

- | | |
|----------------------------------|----------------------------------|
| <input type="radio"/> Ursula: Ur | <input type="radio"/> Andrea: An |
| <input type="radio"/> Janet: Ja | <input type="radio"/> Maid: Ma |

XXX he/she speaks in other language, not English.

Members of the group:

Date:



Work in pairs. Watch the following scenes. What strategies did they use to understand each other? Write the number in the grey squares. Sometimes you need to write more than one number:

1ST SCENE (7) (8:06-9:57)

- 1 - He/she uses mime or facial expression to indicate he/she doesn't understand.
- 2 - He/she uses mime or facial expression to indicate he/she understands.
- 3 - He/she points or mimes the meaning of the word or sentence.
- 5 - He/she uses mime or facial expression to be sure he/she understands.
- 8 - He/she changes to other language to help to understand.
- 9 - He/she asks for clarification because he/she doesn't understand.
- 10- He/she asks to be sure he/she understands.
- 12- He/she gives time to think

Ur	Sh, Sh, Sh, Sh. Don't be frightened. Now you're among friends.	
An	XXX	
Ur	What did you say?	
An	XXX	
Ur	Don't you speak English? XXX	
An	XXX	
Ur	No, no, you mustn't move. Em XXX	
An	Yeah	
Ur	Yes?	
An	XXX	
Ur	Oh dear, I give up. Em We... no, no, em We think ... we think that you were shipwrecked and you managed to swim to shore. And somehow you... em broke your ankle. Em You broke your ankle. Dr. Mead, the doctor, he thinks you need much rest.	
An.	XXX	



2nd SCENE (13) (17:09 to 18:52)

- 1 - He/she uses mime or facial expression to indicate he/she doesn't understand.
- 2 - He/she uses mime or facial expression to indicate he/she understands.
- 3 - He/she points or mimes the meaning of the word or sentence.

7 - He/She corrects or helps.

10- He/she asks to *be sure* he/she understands.

Ur	Hello	
An	Hello	
Ur	I have an idea. Now, look. I say the word and you repeat it after me. Do you understand?	
An		
Ur	Never mind, you'll soon catch on. Chair. Now you say it. Chair	
An	Chair	
Ur	Very good. Very good. Door.	
An	Door	
Ur	Door. Ah. Clock.	
An	Clock	
Ur	Mirror	
An	Mirror	
Ur	Very good. Curtain.	
An	Curtain.	
Ur	Yes. Bed.	
An	Bed	
Ur	Ursula. Ursula. Me. Ursula	
An	Ursula	
Ur	Now... I'm going to take the paper away. Window.	
An	Window.	
Ur	Yes, very good. We're learning English.	
Ja	He might be, Ursula. You're making holes in the furniture.	



3rd SCENE (20) (27:22 to 29:05)

2 - He/she uses mime or facial expression to indicate he/she understands.

3 - He/she points or mimes the meaning of the word or sentence.

6 - He/she uses words to indicate he/she doesn't understand.

7 - He/she corrects or helps.

9 - He/she asks for clarification because he/she doesn't understand.

Ur	Socks. Socks.	
An	Socks	
Ur	For your feet	
An	/tankiu/	
Ur	Z,z, thank you	
An	Thank you	
Ur	It's my pleasure	
An	Oh. XXX	
Ur	Oh, Janet, Janet! Janet, Janet! Stop! Janet, stop!	
Ja	What's the matter?	
Ur	It's Andres. I don't think he likes your playing. He's become almost violent.	
Ja	Andrea? Andrea? XXX	
An	XXX	
Ja	Ah! Ah! No, he doesn't. He does like music. He just prefers the violin.	
An	Yeah, Yeah	



4th SCENE (25) (35:19 to 36:30)

3 - He/she points or mimes the meaning of the word or sentence.

6 - He/she uses words to indicate he/she doesn't understand.

9 - He/she asks for clarification because he/she doesn't understand.

11- He/she uses a synonymous or explains in other words.

Ma	I've got a job for thee. You put the peel in here and the spuds in here. You have done this before, haven't you? No. You put the peel in here and the spuds in here!	
An	Spuds?	
Ma	Yes. Proper name's potato, but we calls them spuds. Potato. Potato!	
An	XXX	
Ma	What?	
An	XXX	
Ma	Right	
An	XXX	
Ma	It's no good. I can't understand a word you're saying. And don't get artistic, just peel the bloomin' thing.	



5th SCENE (55) (15:52 to 16:36)

Ur	Stupid, stupid, stupid	
An	Ursula, I sorry	
Ur	No, no. I'm sorry. It's not your fault.	
An	Fault? What is fault?	
Ur	It doesn't matter. Really, Andres. It's all right.	



VIDEO ACTIVITY: TEACHER'S PAGE

1ST SCENE (7) (8:06-9:57)

Ur	Sh, Sh, Sh, Sh. Don't be frightened. Now you're among friends.	
An	XXX	
Ur	What did you say?	9
An	XXX	
Ur	Don't you speak English? XXX	8
An	XXX	1
Ur	No, no, you mustn't move. Em XXX	8, 12
An	Yeah	
Ur	Yes?	10
An	XXX	
Ur	Oh dear, I give up. Em We... no, no, em We think ... we think that you were shipwrecked and you managed to swim to shore. And somehow you... em broke your ankle. Em You broke your ankle. Dr. Mead, the doctor, he thinks you need much rest.	1,12, 3,5
An.	XXX	2,3

Teacher's page

2nd SCENE (13) (17:09 to 18:52)

Ur	Hello	
An	Hello	
Ur	I have an idea. Now, look. I say the word and you repeat it after me. Do you understand?	3, 10
An		1
Ur	Never mind, you'll soon catch on. Chair. Now you say it. Chair	3
An	Chair	2
Ur	Very good. Very good. Door.	3
An	Door	
Ur	Door. Ah. Clock.	3

An	Clock	
Ur	Mirror	3
An	Mirror	
Ur	Very good. Curtain.	3
An	Curtain.	
Ur	Yes. Bed.	3
An	Bed	
Ur	Ursula. Ursula. Me. Ursula	3
An	Ursula	
Ur	Now... I'm going to take the paper away. Window.	
An	Window.	
Ur	Yes, very good. We're learning English.	
Ja	He might be, Ursula. You're making holes in the furniture.	7

Teacher's page

3rd SCENE (20) (27:22 to 29:05)

Ur	Socks. Socks.	3
An	Socks	
Ur	For your feet	
An	/tankiu/	2
Ur	Z,z, thank you	7
An	Thank you	
Ur	It's my pleasure	
An	Oh. XXX	3
Ur	Oh, Janet, Janet! Janet, Janet! Stop! Janet, stop!	
Ja	What's the matter?	
Ur	It's Andres. I don't think he likes your playing. He's become almost violent.	
Ja	Andrea? Andrea? XXX	9
An	XXX	3
Ja	Ah! Ah! No, he doesn't. He does like music. He just prefers the violin.	6

An	Yeah, Yeah	
----	------------	--

Teacher's page

4th SCENE (25) (35:19 to 36:30)

Ma	I've got a job for thee. You put the peel in here and the spuds in here. You have done this before, haven't you? No. You put the peel in here and the spuds in here!	3
An	Spuds?	9
Ma	Yes. Proper name's potato, but we calls them spuds. Potato. Potato!	11
An	XXX	
Ma	What?	9
An	XXX	
Ma	Right	
An	XXX	
Ma	It's no good. I can't understand a word you're saying. And don't get artistic, just peel the bloomin' thing.	6

Teacher's page

5th SCENE (55) (15:52 to 16:36)

Ur	Stupid, stupid, stupid	
An	Ursula, I sorry	
Ur	No, no. I'm sorry. It's not your fault.	
An	Fault? What is fault?	9
Ur	It doesn't matter. Really, Andres. It's all right.	

QÜESTIONARIS



QÜESTIONARI INICIAL: Quines estratègies utilitzes quan converses i t'has d'entendre en anglès a classe?

Amb aquest qüestionari tractaré d'esbrinar què fas per tal de mantenir una conversa amb anglès: com t'ho fas quan tens problemes per recordar la paraula o expressió que necessites o quan no entens bé el que et diuen.

Com molts del processos es porten a terme dins teu i no es veuen, l'única manera que tinc per saber-ho és preguntar-t'ho perquè ho expliquis. Els resultats seran confidencials i no sortirà en cap cas el teu nom, només resultats globals o estadístics. Les teves respostes no serviran tampoc ni per avaluar-te ni per criticar com ho fas. Amb els resultats obtinguts intentarem investigar si podem millorar les tècniques que utilitzes i que et resulti més fàcil expressar-te en anglès. Tracta, per tant, de contestar amb la major sinceritat que puguis. Abans de contestar "No ho sé" intenta pensar si ho fas o no.

Si tens cap dubte, pregunta-m'ho.

Nom: **Curs:** 2n D'ESO

Centre: IES Vil·la Romana. La Garriga

Data:

Grup:

Codi:

2.	Sexe	<input type="checkbox"/> Noi	<input type="checkbox"/> Noia
3.	Vas a classes d'anglès a fora de l'escola?	<input type="checkbox"/> Sí	<input type="checkbox"/> No

3.	Quin creus que és el teu nivell d'anglès?	Molt bo <input type="checkbox"/>	Bo <input type="checkbox"/>	Suficient <input type="checkbox"/>	Insuficient <input type="checkbox"/>
----	--	-------------------------------------	--------------------------------	---------------------------------------	---

4.	T'agrada aprendre anglès?	Molt <input type="checkbox"/>	Força <input type="checkbox"/>	No gaire <input type="checkbox"/>	Gens <input type="checkbox"/>
5.	T'agrada parlar en anglès amb els teus companys?	Molt <input type="checkbox"/>	Força <input type="checkbox"/>	No gaire <input type="checkbox"/>	Gens <input type="checkbox"/>

Aquestes preguntes van dirigides a saber què fas **quan parles en anglès** amb els teus companys. Pensa en els exercicis orals que has fet i converses que has tingut en anglès durant el primer trimestre i tria **una opció per cada afirmació**.

A- Quan no saps o no recordes com dir una paraula o frase, què fas per seguir amb la conversa?

		Sovint	A vegades	Quasi mai	Mai	No ho sé
6.	Utilitzo mímica, l'expressió de la cara, to de veu,...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	M'invento paraules o dic paraules que semblin angleses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Descric l'objecte, l'acció,...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Utilitzo paraules amb un significat semblant o un sinònim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Demano ajut a la persona amb qui parlo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	Ho dic en català o castellà	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Altres: Has utilitzat algun altre estratègia per expressar la paraula o frase que no recordes i que no hagi anomenat? Explica-les.					

B- Quan t'és difícil expressar el que vols dir, què fas?

		Sovint	A vegades	Quasi mai	Mai	No ho sé
13.	Tradueixo literalment del català o castellà el que vull dir	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	Utilitzo frases o expressions que conec bé per no equivocar-me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	Canvio la manera en què ho volia dir per una altra més senzilla	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	Utilitzo paraules o expressions per guanyar temps mentre penso (well...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	Utilitzo paraules o frases que ha dit la persona amb qui parlo (repeteixo)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	Em quedo callat/da	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	Altres: Has utilitzat algun altre recurs per expressar-te quan et trobes amb dificultats i que no hagi anomenat? Explica'ls.					

C- Quan no entens bé el que et diu la persona amb qui parles, què fas?

		Sovint	A vegades	Quasi mai	Mai	No ho sé
20.	Li demano que m'ho repeteixi o m'aclareixi el que m'ha dit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	Li pregunto el significat de les paraules o frases que no he entès	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	Li repeteixo el que he entès per comprovar si és el que l'altre volia dir	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	Faig veure que l'he entès	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	Altres: Hi ha alguna altre estratègia que tu utilitzis quan no entens a la persona amb qui parles i que no hagi anomenat? Explica-les					

D- Altres. Durant les converses:

		Sovint	A vegades	Quasi mai	Mai	No ho sé
25.	Quan estic parlant li faig preguntes per comprovar que m'entenen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26.	Si crec que no m'entén li repeteixo o li aclareixo el que vull dir	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27.	Quan l'escolto li faig indicacions amb gestos o paraules de que l'entenc	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.	T'és fàcil expressar el que vols dir en anglès?	Molt <input type="checkbox"/>	Força <input type="checkbox"/>	No gaire <input type="checkbox"/>	Gens <input type="checkbox"/>	No ho sé <input type="checkbox"/>
29.	Saps com sortir-te'n quan et trobes amb dificultats?	Sovint <input type="checkbox"/>	A vegades <input type="checkbox"/>	Quasi mai <input type="checkbox"/>	Mai <input type="checkbox"/>	No ho sé <input type="checkbox"/>
30.	Altres: Quan converses, utilitzes algun altre recurs per fer-te entendre, entendre al teu company o fer la conversa més fluïda i que no hagi anomenat? Explica'ls.					

Gràcies per la teva col·laboració.



QUESTIONNAIRE 2: What strategies did you use during the task?

School: IES Vil·la Romana. La Garriga

Level: 2nd ESO Class: C

Name: Code:

Other members of the group:

.....



Listen carefully to the conversation. Put a cross (☒) every time you used one of the following strategies:

Escolteu atentament la vostra conversa. Poseu una creu (☒) cada cop que sentiu que heu utilitzat una de les següents estratègies.

A- When you didn't know how to say a word or sentence, what strategies did you use? Quan no has sabut o no has recordat com dir una paraula o frase, quines estratègies has utilitzat per seguir amb la conversa?

Mime, facial expression, intonation. Mímica, l'expressió de la cara, to de veu,...	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Word coinage (i.e. "picture place" for "gallery") Inventar paraules o dir paraules que semblin angleses	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Circumlocutions or paraphrase (i.e. "it sucks air" for "vacuum cleaner") Descriure l'objecte, l'acció,...	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Synonyms or approximation ("table" for "desk"). Utilitzar paraules amb un significat semblant o un sinònim	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Asking for help or showing you need help. Demandar ajut a la persona amb qui parlo	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Use a Catalan or Spanish word or expression. Utilitzar una paraula o expressió catalana o castellana.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

B- When it was difficult to express what you wanted to say what strategies did you use to keep the conversation going? Quan t'ha estat difícil expressar el que volies dir, quines estratègies has utilitzat per mantenir la conversa?

Translate literally from Catalan or Spanish. Traduir literalment del català o castellà el que vull dir	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Use learned words or expressions Utilitzar frases o expressions que conec bé per no equivocar-me	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Change the way I was going to say and saying it simpler. Canviarla manera en què ho volia dir per una altra més senzilla	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Use words or expressions to get more time (well,...) Utilitzo paraules o expressions per guanyar temps mentre penso	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Pick up on the interlocutor's expression and using it for oneself and repeat. Utilitzo paraules o frases que ha dit la persona amb qui parlo (repeteixo)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
I keep silence. Em quedo callat/da	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

C- When you didn't understand what your partner said, what strategies did you use to understand him/her? Quan no entens bé el que t'ha dit la persona amb qui parlaves, què ha fet?

Ask for global repetition, rephrasing or simplification. Li demano que m'ho repeteixi o m'aclareixi el que m'ha dit	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Ask for the meaning of a specific word or fragment. Li pregunto el significat de les paraules o frases que no he entès	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Confirmation checks (A - I was really chuffed. B - You were pleased? A- Yes.) Li repeteixo el que he entès per comprovar si és el que l'altre volia dir	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Simulate I understand. Faig veure que l'he entès	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

D- During the communication activity, what other strategies did you use to be sure you understand each other? Durant la conversa, quines altres estratègies heu utilitzat per estar segurs que us enteníeu?

Comprehension checks (Know what I mean? Do you understand?) Li feia preguntes per comprovar que m'entenia.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Repetition or using other words. Quan creia que no m'entenia li repetia o li aclaria el que volia dir	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Show I understand miming or using words (I see) Faig indicacions amb gestos o paraules de que l'entenc	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

E- Did you use other strategies? Name them. How many times?
Heu utilitzat alguna altra estratègia? Anomena-les. Quanta cops?

F- Was it easy to express what you wanted to say?
T'ha estat fàcil expressar el que volies dir?

G- Did you know what to do when you found difficulties?
Sabies què fer quan et trobaves amb dificultats?

H- What aspects would you like to improve?
Quins aspectes t'agradaria millorar?

SPEAKING EVALUATION CHART

Name..... Date:



Listen carefully to your recordings.

Take Questionnaire 2 and compare. Is your speaking now better?

Think and complete:

Things I do now better	<p>New expressions or strategies I used:</p> <ol style="list-style-type: none"> 1. When I don't know a word (Quan no sé una paraula) <ol style="list-style-type: none"> a. . b. . c. . d. . 2. When I need time to think (Quan necessito temps per pensar) <ol style="list-style-type: none"> 1. . 2. . 3. . 4. . <p>Other strategies I used:</p> <ul style="list-style-type: none"> ➤ . ➤ . ➤ .
Things we still need to improve	<p>Strategies or expressions I need to practise:</p> <ol style="list-style-type: none"> e. . f. . g. . h. . <p>Other aspects:</p> <ol style="list-style-type: none"> i. . j. . k. . l. .
Things I'm going to do in order to improve my speaking	(Empty space for student input)



QÜESTIONARI FINAL: Quines estratègies utilitzes quan converses i t'has d'entendre en anglès a classe? Segona part (Grups de control)

Ja fa força dies que vam fer el primer qüestionari. Des de llavors el curs ha anat avançant i segur que saps moltes més coses i has practicat molt més l'expressió oral.

Si recordes, us vaig explicar que amb aquest qüestionari pretenia conèixer què feies quan tenies algun problema quan et volies comunicar amb els companys o la professora en anglès. Em va resultar força útil analitzar el que vas contestar el primer cop. Ara, passat els mesos t'ho voldria tornar a preguntar per veure si ha canviat alguna cosa.

Recorda que els resultats seran confidencials i no sortirà en cap cas el teu nom, només resultats globals o estadístics. Les teves respostes no serviran tampoc ni per avaluar-te ni per criticar com ho fas. Tracta, per tant, de contestar amb la major sinceritat que puguis. Abans de contestar "No ho sé" intenta pensar si ho fas o no.

Si tens cap dubte, pregunta-m'ho.

Nom: **Curs:** 2n D'ESO


Centre: IES Vil·la Romana. La Garriga



Data:

Grup: A B

Codi:

4.	Sexe	<input type="checkbox"/> Noi	<input type="checkbox"/> Noia
5.	Vas a classes d'anglès a fora de l'escola?	<input type="checkbox"/> Sí	<input type="checkbox"/> No

4.	 Quin creus que és el teu nivell d'anglès?	Molt bo <input type="checkbox"/>	Bo <input type="checkbox"/>	Suficient <input type="checkbox"/>	Insuficient <input type="checkbox"/>
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6.	 T'agrada aprendre anglès?	Molt <input type="checkbox"/>	Força <input type="checkbox"/>	No gaire <input type="checkbox"/>	Gens <input type="checkbox"/>
7.	 T'agrada parlar en anglès amb els teus companys?	Molt <input type="checkbox"/>	Força <input type="checkbox"/>	No gaire <input type="checkbox"/>	Gens <input type="checkbox"/>

Aquestes preguntes van dirigides a saber què fas quan parles en anglès amb els teus companys. Pensa en els exercicis orals que has fet i converses que has tingut en anglès durant el primer trimestre i tria una opció per cada afirmació.

A- Quan no saps o no recordes com dir una paraula o frase, què fas per seguir amb la conversa?

		Sovint	A vegades	Quasi mai	Mai	No ho sé
31.	Utilitzo mímica, l'expressió de la cara, to de veu,...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32.	M'invento paraules o dic paraules que semblin angleses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33.	Descric l'objecte, l'acció,...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34.	Utilitzo paraules amb un significat semblant o un sinònim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35.	Demano ajut a la persona amb qui parlo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36.	Ho dic en català o castellà	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37.	Altres: Has utilitzat algun altre estratègia per expressar la paraula o frase que no recordes i que no hagi anomenat? Explica-les.					

B- Quan t'és difícil expressar el que vols dir, què fas?

		Sovint	A vegades	Quasi mai	Mai	No ho sé
38.	Tradueixo literalment del català o castellà el que vull dir	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39.	Utilitzo frases o expressions que conec bé per no equivocar-me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40.	Canvio la manera en què ho volia dir per una altra més senzilla	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41.	Utilitzo paraules o expressions per guanyar temps mentre penso (well...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42.	Utilitzo paraules o frases que ha dit la persona amb qui parlo (repeteixo)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43.	Em quedo callat/da	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44.	Altres: Has utilitzat algun altre recurs per expressar-te quan et trobes amb dificultats i que no hagi anomenat? Explica'ls.					

C- Quan no entens bé el que et diu la persona amb qui parles, què fas?

		Sovint	A vegades	Quasi mai	Mai	No ho sé
45.	Li demano que m'ho repeteixi o m'aclareixi el que m'ha dit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46.	Li pregunto el significat de les paraules o frases que no he entès	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47.	Li repeteixo el que he entès per comprovar si és el que l'altre volia dir	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48.	Faig veure que l'he entès	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49.	Altres: Hi ha alguna altre estratègia que tu utilitzis quan no entens a la persona amb qui parles i que no hagi anomenat? Explica-les					

D- Altres. Durant les converses:

		Sovint	A vegades	Quasi mai	Mai	No ho sé
50.	Quan estic parlant li faig preguntes per comprovar que m'entenen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51.	Si crec que no m'entén li repeteixo o li aclareixo el que vull dir	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52.	Quan l'escolto li faig indicacions amb gestos o paraules de que l'entenc	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53.	T'és fàcil expressar el que vols dir en anglès?	Molt <input type="checkbox"/>	Força <input type="checkbox"/>	No gaire <input type="checkbox"/>	Gens <input type="checkbox"/>	No ho sé <input type="checkbox"/>
54.	Saps com sortir-te'n quan et trobes amb dificultats?	Sovint <input type="checkbox"/>	A vegades <input type="checkbox"/>	Quasi mai <input type="checkbox"/>	Mai <input type="checkbox"/>	No ho sé <input type="checkbox"/>
55.	Altres: Quan converses, utilitzes algun altre recurs per fer-te entendre, entendre al teu company o fer la conversa més fluïda i que no hagi anomenat? Explica'ls.					

De nou, gràcies per la teva col·laboració. Sense tu res no hagués estat possible.



QÜESTIONARI FINAL: Quines estratègies utilitzes quan converses i t'has d'entendre en anglès a classe? Segona part (Grup experimentació)

Ja fa força dies que vam fer el primer qüestionari. Des de llavors el curs ha anat avançant i segur que saps moltes més coses i has practicat molt més l'expressió oral. I també vam fer diverses activitats per treballar algunes estratègies.

Si recordes, us vaig explicar que amb aquest qüestionari pretenia conèixer què feies quan tenies algun problema quan et volies comunicar amb els companys o la professora en anglès. Em va resultar força útil analitzar el que vas contestar el primer cop. Ara, passat els mesos t'ho voldria tornar a preguntar per veure si ha canviat alguna cosa.

Recorda que els resultats seran confidencials i no sortirà en cap cas el teu nom, només resultats globals o estadístics. Les teves respostes no serviran tampoc ni per avaluar-te ni per criticar com ho fas. Tracta, per tant, de contestar amb la major sinceritat que puguis. Abans de contestar "No ho sé" intenta pensar si ho fas o no.

Si tens cap dubte, pregunta-m'ho.

Nom: **Curs:** 2n D'ESO

Centre: IES Vil·la Romana. La Garriga


Data:



Grup: C

Codi:



1.	Sexe	<input type="checkbox"/> Noi	<input type="checkbox"/> Noia
2.	Vas a classes d'anglès a fora de l'escola?	<input type="checkbox"/> Sí	<input type="checkbox"/> No

3.	 Quin creus que és el teu nivell d'anglès?	Molt bo <input type="checkbox"/>	Bo <input type="checkbox"/>	Suficient <input type="checkbox"/>	Insuficient <input type="checkbox"/>
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4.	 T'agrada aprendre anglès?	Molt <input type="checkbox"/>	Força <input type="checkbox"/>	No gaire <input type="checkbox"/>	Gens <input type="checkbox"/>
5.	 T'agrada parlar en anglès amb els teus companys?	Molt <input type="checkbox"/>	Força <input type="checkbox"/>	No gaire <input type="checkbox"/>	Gens <input type="checkbox"/>

Aquestes preguntes van dirigides a saber què fas quan parles en anglès amb els teus companys. Pensa en els exercicis orals que has fet i converses que has tingut en anglès durant el primer trimestre i tria una opció per cada afirmació.

A- Quan no saps o no recordes com dir una paraula o frase, què fas per seguir amb la conversa?

		Sovint	A vegades	Quasi mai	Mai	No ho sé
56.	Utilitzo mímica, l'expressió de la cara, to de veu,...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57.	M'invento paraules o dic paraules que semblin angleses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58.	Descric l'objecte, l'acció,...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59.	Utilitzo paraules amb un significat semblant o un sinònim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60.	Demano ajut a la persona amb qui parlo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61.	Ho dic en català o castellà	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62.	Altres: Has utilitzat algun altre estratègia per expressar la paraula o frase que no recordes i que no hagi anomenat? Explica-les.					

B- Quan t'és difícil expressar el que vols dir, què fas?

		Sovint	A vegades	Quasi mai	Mai	No ho sé
63.	Tradueixo literalment del català o castellà el que vull dir	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64.	Utilitzo frases o expressions que conec bé per no equivocar-me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65.	Canvio la manera en què ho volia dir per una altra més senzilla	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66.	Utilitzo paraules o expressions per guanyar temps mentre penso (well...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67.	Utilitzo paraules o frases que ha dit la persona amb qui parlo (repeteixo)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68.	Em quedo callat/da	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69.	Altres: Has utilitzat algun altre recurs per expressar-te quan et trobes amb dificultats i que no hagi anomenat? Explica'ls.					

C- Quan no entens bé el que et diu la persona amb qui parles, què fas?

		Sovint	A vegades	Quasi mai	Mai	No ho sé
70.	Li demano que m'ho repeteixi o m'aclareixi el que m'ha dit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71.	Li pregunto el significat de les paraules o frases que no he entès	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72.	Li repeteixo el que he entès per comprovar si és el que l'altre volia dir	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73.	Faig veure que l'he entès	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74.	Altres: Hi ha alguna altre estratègia que tu utilitzis quan no entens a la persona amb qui parles i que no hagi anomenat? Explica-les					

D- Altres. Durant les converses:

		Sovint	A vegades	Quasi mai	Mai	No ho sé
75.	Quan estic parlant li faig preguntes per comprovar que m'entenen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
76.	Si crec que no m'entén li repeteixo o li aclareixo el que vull dir	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
77.	Quan l'escolto li faig indicacions amb gestos o paraules de que l'entenc	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
78.	T'és fàcil expressar el que vols dir en anglès?	Molt <input type="checkbox"/>	Força <input type="checkbox"/>	No gaire <input type="checkbox"/>	Gens <input type="checkbox"/>	No ho sé <input type="checkbox"/>
79.	Saps com sortir-te'n quan et trobes amb dificultats?	Sovint <input type="checkbox"/>	A vegades <input type="checkbox"/>	Quasi mai <input type="checkbox"/>	Mai <input type="checkbox"/>	No ho sé <input type="checkbox"/>
80.	Altres: Quan converses, utilitzes algun altre recurs per fer-te entendre, entendre al teu company o fer la conversa més fluïda i que no hagi anomenat? Explica'ls.					



FINALMENT, PENSA EN LES ACTIVITATS QUE VÀREM FER PER APRENDRE ESTRATÈGIES PER SEGUIR PARLANT O ENTENENT-TE QUAN ET TROBAVES AMB DIFICULTATS.

E- Llegeix atentament aquestes afirmacions. (Marca una sola resposta per pregunta. Has de contestar totes les preguntes)

Quan no sé una paraula, utilitzo aquestes estratègies més que abans de fer les activitats, igual que abans o menys que abans:

	Més +	Igual =	Menys -	No ho sé ?
1- Utilitzo la mímica, expressió facial, to de veu....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2- Invento una paraula que sembli anglesa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3- Descric el significat de la paraula	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4- Utilitzo un sinònim o paraula que s'assembli	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5- Utilitzo expressions per tenir temps per pensar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6- Ho dic en català	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7- Demano ajut a la persona amb qui parlo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8- Ho dic en català o castellà	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9- Utilitzo l'anglès a classe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10- Practico a casa sol o amb un amic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11- Una altre. (quina?)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Algun comentari?

.....

.....

.....

.....

.....

.....

F- Creus que, malgrat el poc temps que hem tingut, t'ha sigut útil treballar aquestes estratègies?

Sí molt	<input type="radio"/>	😊 Contesta <u>només</u> les preguntes de la G
Sí força	<input type="radio"/>	
No gaire	<input type="radio"/>	😞 Contesta <u>només</u> les preguntes de la H
Gens	<input type="radio"/>	

G- 😊 M'ha estat útil perquè: (marca tantes com vulguis i afegeix altres raons si en tens)

<input type="radio"/>	1. Penso més en com aprenc les coses.
<input type="radio"/>	2. Quan acabo de fer una activitat, penso més en com la he fet.
<input type="radio"/>	3. Puc sortir-me'n millor quan tinc un problema d'expressió.
<input type="radio"/>	4. Ara intento utilitzar més l'anglès a classe.
<input type="radio"/>	5. M'ho vaig passar bé fent-les.
<input type="radio"/>	6. M'esforço per fer millor les activitats orals.
<input type="radio"/>	7. Col·laboro més amb els companys quan fem activitats orals.

8. Altres raons?:

<input type="radio"/>
<input type="radio"/>
<input type="radio"/>

H- 😞 No m'ha estat útil perquè: (marca tantes com vulguis i afegeix altres raons si en tens)

<input type="radio"/>	9. Ja me'n sortia prou bé perquè el meu nivell és bo.
<input type="radio"/>	10. Segueixo sense poder expressar-me en anglès.
<input type="radio"/>	11. Crec que no cal ensenyar estratègies.
<input type="radio"/>	12. Hem perdut el temps.

13. Altres raons?:

<input type="radio"/>
<input type="radio"/>
<input type="radio"/>

De nou, gràcies per la teva col·laboració. Sense tu res no hagués estat possible.



Speaking diary

How often do you speak English? Write the date:

At school:

	To the teacher									
	To your classmates									

Outside the school:

	Alone									
	With friends									
	With tourists									

Write down your impressions, difficulties, improvements...

**RESULTATS DELS QÜESTIONARIS I
“BRAINSTORMINGS”**

INITIAL QUESTIONNAIRE RESULTS:

The top 10 most popular strategies

	4	3	2	1	NS
20. Li demano que m'ho repeteixi o m'aclareixi el que m'ha dit	33	15	6	1	1
21. Li pregunto el significat de les paraules o frases que no he entès	24	23	7	2	0
26. Si crec que no m'entén li repeteixo o li aclareixo el que vull dir	22	26	6	1	1
10. Demano ajut a la persona amb qui parlo	22	25	7	2	0
14. Utilitzo frases o expressions que conec bé per no equivocar-me	22	24	2	6	2
15. Canvio la manera en què ho volia dir per una altra més senzilla	24	18	9	2	3
11. Ho dic en català o castellà	17	28	8	2	1
13. Tradueixo literalment del català o castellà el que vull dir	14	30	9	2	1
8. Descric l'objecte, l'acció,...	9	30	10	4	3
17. Utilitzo paraules o frases que ha dit la persona amb qui parlo (repeteixo)	14	22	13	7	0

The top 6 less popular strategies:

	4	3	2	1	NS
23. Faig veure que l'he entès	8	9	12	27	0
7. M'invento paraules o dic paraules que semblin angleses	7	9	15	22	3
18. Em quedo callat/da	11	13	16	16	0
27. Quan l'escolto li faig indicacions amb gestos o paraules de que l'entenc	13	12	14	13	4
25. Quan estic parlant li faig preguntes per comprovar que m'entenen	6	17	17	9	7
16. Utilitzo paraules o expressions per guanyar temps mentre penso (well...)	7	15	13	12	8

The top 5 most "I don't know" strategies:

16. Utilitzo paraules o expressions per guanyar temps mentre penso (well...)	8
9. Utilitzo paraules amb un significat semblant o un sinònim	7
25. Quan estic parlant li faig preguntes per comprovar que m'entenen	7
6. Utilitzo mímica, l'expressió de la cara, to de veu,...	6
27. Quan l'escolto li faig indicacions amb gestos o paraules de que l'entenc	4

Total students: 56 (Groups A, B, C)

STRATEGIES THEY USE WHEN THEY SPEAK IN L1

School: IES Vil·la Romana. La Garriga

Level: 2nd ESO **Class:** C

Date: 16/2/2007

Brainstorming: The entire classroom together.

When we're speaking in Catalan or Spanish and we have problems to express ourselves we:

- Say the word we don't remember in the other language (Catalan or Spanish) or use a Barbarism.
- Use a synonym
- Describe the word.
- Give me time to think using pet words or expressions (eh....) or repeat what the other has said.
- Use mime, signs, drawing it (if they have paper)

When we're listening:

- We say expressions showing we listen or understand: ah!, ja sé,...

Have they learned at school?

- No. Only some pupils think that perhaps when they were studying at the kindergarten.

RESPOSTES DELS ALUMNES - QUESTIONAIRE 2: WHAT STRATEGIES DID YOU USE DURING THE TASK?

Primer els alumnes van respondre el qüestionari mentre escoltaven l'enregistrament. Després dos grups van tornar a escoltar-lo, junt amb la investigadora per tal de comprovar els resultats. Els alumnes van fer les modificacions pertinents: afegir o eliminar creus.

Codi:

<input checked="" type="checkbox"/> resposta inicial dels alumnes	<input checked="" style="color: red;" type="checkbox"/> resposta afegida
<input type="checkbox"/> resposta dels alumnes eliminada	

Exemple 1:

Members del grup: Ismael (codi 8) Cristian (codi 1) i Jonathan (codi 10)

Comentaris: Era un grup forces dificultats: dos membres van ser valorats com a insuficient, dels quals un moltes dificultats d'aprenentatge, i un tercer va ser valorat com a suficient.

Van tenir dificultats per omplir el qüestionari. Les respostes del qüestionari són força diferents, quan ho van fer sols que quan ho van fer amb la investigadora, en una classe a part i tornat a escoltar l'enregistrament conjuntament. Hauria fet falta una pràctica prèvia per que sabessin bé què havien de fer.

Listen carefully to the conversation. Put a cross (☒) every time you used one of the following strategies:

Escolteu atentament la vostra conversa. Poseu una creu (☒) cada cop que sentiu que heu utilitzat una de les següents estratègies.

A- When you didn't know how to say a word or sentence, what strategies did you use? Quan no has sabut o no has recordat com dir una paraula o frase, quines estratègies has utilitzat per seguir amb la conversa?

Mime, facial expression, intonation. Mímica, l'expressió de la cara, to de veu,...	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Word coinage (i.e. "picture place" for "gallery") Inventar paraules o dir paraules que semblin angleses	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Circumlocutions or paraphrase (i.e. "it sucks air" for "vacuum cleaner") Descriure l'objecte, l'acció,...	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Synonyms or approximation ("table" for "desk"). Utilitzar paraules amb un significat semblant o un sinònim	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Asking for help or showing you need help. Demandar ajut a la persona amb qui parlo	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Use a Catalan or Spanish word or expression. Utilitzar una paraula o expressió catalana o castellana.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>

B- When it was difficult to express what you wanted to say what strategies did you use to keep the conversation going? Quan t'ha estat difícil expressar el que volies dir, quines estratègies has utilitzat per mantenir la conversa?

Translate literally from Catalan or Spanish. Traduir literalment del català o castellà el que vull dir	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
Use learned words or expressions Utilitzar frases o expressions que conec bé per no equivocar-me	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Change the way I was going to say and saying it simpler. Canviarla manera en què ho volia dir per una altra més senzilla	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
Use words or expressions to get more time (well,...) Utilitzo paraules o expressions per guanyar temps mentre penso	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Pick up on the interlocutor's expression and using it for oneself and repeat. Utilitzo paraules o frases que ha dit la persona amb qui parlo (repeteixo)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
I keep silence. Em quedo callat/da	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

C- When you didn't understand what your partner said, what strategies did you use to understand him/her? Quan no entens bé el que t'ha dit la persona amb qui parlaves, què ha fet?

Ask for global repetition, rephrasing or simplification. Li demano que m'ho repeteixi o m'aclareixi el que m'ha dit	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Ask for the meaning of a specific word or fragment. Li pregunto el significat de les paraules o frases que no he entès	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Confirmation checks (A - I was really chuffed. B - You were pleased? A- Yes.) Li repeteixo el que he entès per comprovar si és el que l'altre volia dir	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Simulate I understand. Faig veure que l'he entès	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

D- During the communication activity, what other strategies did you use to be sure you understand each other? Durant la conversa, quines altres estratègies heu utilitzat per estar segurs que us enteníeu?

Comprehension checks (Know what I mean? Do you understand?) Li feia preguntes per comprovar que m'entenia.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
--	---

Repetition or using other words. Quan creia que no m'entenia li repetia o li aclaria el que volia dir	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Show I understand miming or using words (I see) Faig indicacions amb gestos o paraules de que l'entenc	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

E- Did you use other strategies? Name them. How many times?

Heu utilitzat alguna altra estratègia? Anomena-les. Quanta cops?

R- Sí, hem organitzat la feina

F- Was it easy to express what you wanted to say?

T'ha estat fàcil expressar el que volies dir?

R- No molt

G- Did you know what to do when you found difficulties?

Sabies què fer quan et trobaves amb dificultats?

R- Dir-li amb senyals

H- What aspects would you like to improve?

Quins aspectes t'agradaria millorar?

R- Frases per demanar ajuda

Exemple 2:

Members del grup: Marta P. (codi 14) Marta M. (codi 9) i Marina (codi 6)

Comentaris: Era un grup força bo: una membre va estar valorada com a suficient i dues com a bones.

Les respostes del qüestionari d'aquest grup són més semblants, quan ho van fer soles a quan ho van fer amb la investigadora, en una classe a part i tornat a escoltar l'enregistrament conjuntament.

A- When you didn't know how to say a word or sentence, what strategies did you use? Quan no has sabut o no has recordat com dir una paraula o frase, quines

estratègies has utilitzat per seguir amb la conversa?

Mime, facial expression, intonation. Mímica, l'expressió de la cara, to de veu,...	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
---	--

Word coinage (i.e. "picture place" for "gallery") Inventar paraules o dir paraules que semblin angleses	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Circumlocutions or paraphrase (i.e. "it sucks air" for "vacuum cleaner") Descriure l'objecte, l'acció,...	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Synonyms or approximation ("table" for "desk"). Utilitzar paraules amb un significat semblant o un sinònim	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Asking for help or showing you need help. Demandar ajut a la persona amb qui parlo	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Use a Catalan or Spanish word or expression. Utilitzar una paraula o expressió catalana o castellana.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <i>always "bueno"</i>

B- When it was difficult to express what you wanted to say what strategies did you use to keep the conversation going? Quan t'ha estat difícil expressar el que volies dir, quines estratègies has utilitzat per mantenir la conversa?

Translate literally from Catalan or Spanish. Traduir literalment del català o castellà el que vull dir	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Use learned words or expressions Utilitzar frases o expressions que conec bé per no equivocar-me	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Change the way I was going to say and saying it simpler. Canviarla manera en què ho volia dir per una altra més senzilla	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Use words or expressions to get more time (well,...) Utilitzo paraules o expressions per guanyar temps mentre penso	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
Pick up on the interlocutor's expression and using it for oneself and repeat. Utilitzo paraules o frases que ha dit la persona amb qui parlo (repeteix)	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
I keep silence. Em quedo callat/da	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

C- When you didn't understand what your partner said, what strategies did you use to understand him/her? Quan no entens bé el que t'ha dit la persona amb qui parlaves, què ha fet?

Ask for global repetition, rephrasing or simplification. Li demano que m'ho repeteixi o m'aclareixi el que m'ha dit	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Ask for the meaning of a specific word or fragment. Li pregunto el significat de les paraules o frases que no he entès	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Confirmation checks (A - I was really chuffed. B - You were pleased? A- Yes.) Li repeteixo el que he entès per comprovar si és el que l'altre volia dir	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Simulate I understand. Faig veure que l'he entès	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

D- During the communication activity, what other strategies did you use to be sure you understand each other? Durant la conversa, quines altres estratègies heu utilitzat per estar segurs que us enteníeu?:

Comprehension checks (Know what I mean? Do you understand?) Li feia preguntes per comprovar que m'entenia.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Repetition or using other words. Quan creia que no m'entenia li repetia o li aclaria el que volia dir	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Show I understand miming or using words (I see) Faig indicacions amb gestos o paraules de que l'entenc	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

E- Did you use other strategies? Name them. How many times?

Heu utilitzat alguna altra estratègia? Anomena-les. Quanta cops?

R-

F- Was it easy to express what you wanted to say?

T'ha estat fàcil expressar el que volies dir?

R- Depèn de la frase

G- Did you know what to do when you found difficulties?

Sabies què fer quan et trobaves amb dificultats?

R- La majoria de vegades

H- What aspects would you like to improve?

Quins aspectes t'agradaria millorar?

R- La pronunciació, el vocabulari i quan no sé dir una paraula, intentar no dir-lo en català.

EXAMPLES DE RESPOSTES DELS ALUMNES: SPEAKING EVALUATION CHART

Nota: Els comentaris estan copiats tal qual ho van escriure els alumnes, amb les errades incloses.

Degut a que va ser l'últim dia de treball amb el grup, només es van poder recollir els qüestionaris dels alumnes que a l'hora següent anaven a un crèdit de reforç, i per tant, tots els exemples corresponen a alumnes amb certes dificultats.

Data del qüestionari: 23/3/07

Exemple 1:

Name: Alícia (code 16)

A. THINGS I DO NOW BETTER

➤ **New expressions or strategies I used:**

1. When I don't know a word:
 - ▶ *Use a mime*
 - ▶ *Describe a object or person*
2. When I need time to think
 - ▶ *Ah..., And..., Or..., OK...*
3. Other strategies I used:
 - ▶ *(cap comentari)*

B. THINGS WE STILL NEED TO IMPROVE

➤ **Strategies or expressions I need to practise:**

- ▶ *Study the words of very importants*

➤ **Other aspects:**

- ▶ *(cap comentari)*

C. THINGS I'M GOING TO DO IN ORDER TO IMPROVE MY SPEAKING

- ▶ *Talking in my house and write in my computer.*
 - ▶ *Talking for my mother (in English).*
-

Exemple 2:

Name: Sergio (code 17)

A. THINGS I DO NOW BETTER

▶ **New expressions or strategies I used:**

1. When I don't know a word:

- ▶ *Mímica*
- ▶ *Descriure el objecte.*

2. When I need time to think

- ▶ *Ah..., Em...*

3. Other strategies I used:

- ▶ *(cap comentari)*

B. THINGS WE STILL NEED TO IMPROVE

▶ **Strategies or expressions I need to practise:**

- ▶ *Em miraré més el paper*

▶ **Other aspects:**

- ▶ *(cap comentari)*

C. THINGS I'M GOING TO DO IN ORDER TO IMPROVE MY SPEAKING

- ▶ *Estudiaré 5 paraules cada dia*

Exemple 3

Name: Cristhian (Codi 1)

A. THINGS I DO NOW BETTER

▶ **New expressions or strategies I used:**

1. When I don't know a word:

- ▶ *Sinónims*
- ▶ *Descriure objectes o persones*

2. When I need time to think

- ▶ *Dir expressions per guanyar temps.*

3. Other strategies I used:

- ▶ *(cap comentari)*

B. THINGS WE STILL NEED TO IMPROVE

▶ **Strategies or expressions I need to practise:**

- ▶ *Frases curtes per pensar*

▶ **Other aspects:**

- ▶ *Vocabulari*

C. THINGS I'M GOING TO DO IN ORDER TO IMPROVE MY SPEAKING

- ▶ *Estudiaré i parlaré amb un amic.*
-

Exemple 4

Name: Noelia (Codi 11)

D. THINGS I DO NOW BETTER

▶ **New expressions or strategies I used:**

1. When I don't know a word:

- ▶ *What?*
- ▶ *I don't know*
- ▶ *I don't understand*

2. When I need time to think

- ▶ *Oh,...Em....A...*

3. Other strategies I used:

- ▶ *(cap comentari)*

E. THINGS WE STILL NEED TO IMPROVE

▶ **Strategies or expressions I need to practise:**

- ▶ *How do you say ... in English?*
- ▶ *What the meaning In Spanish?*
- ▶ *I think that...*

▶ **Other aspects:**

- ▶ *Well*
- ▶ *Ok?*

F. THINGS I'M GOING TO DO IN ORDER TO IMPROVE MY SPEAKING

- ▶ *Oh, really?*
-

ANÀLISI

A. COSES QUE FAN MILLOR ARA?

▶ **Noves expressions o estratègies que utilitzen:**

1. Quan no saben una paraula:

Dos dels alumnes afirmen que ara utilitzen la mímica i tres diuen que utilitzen la descripció de l'objecte o persona. Una altra enumera frases

o expressions per demanar ajuda.

2. Quan necessiten temps per pensar:

Tres alumnes enumeren les expressions que utilitzen i el tercer diu que utilitza expressions per guanyar temps.

3. Altres estratègies utilitzades

Cap alumne n'enumera cap. Una escriu una expressió per guanyar temps. (Hauria d'anar a l'apartat anterior).

B. COSES QUE ENCARA NECESSITEN MILLORAR:

➤ Expressions o estratègies que necessito practicar:

Un alumne diu que necessita estudiar les paraules importants, l'altre frases per tenir temps per pensar, el tercer no especifica, diu mirar més el paper (recull d'expressions i estratègies per utilitzar) i l'últim escriu expressions per demanar ajuda i guanyar temps.

➤ Altres aspectes:

Només un alumne contesta que necessita millorar el vocabulari i un altre escriu un parell d'expressions per preguntar si han entès i per guanyar temps.

D. COSES QUE FARÉ PER MILLORAR LA MEVA EXPRESSIÓ ORAL:

Tots tres alumnes diuen que practican l'expressió oral (un amb la mare, l'altre amb un amic i el tercer no especifica), un diu que practica amb l'ordinador i dos que estudiaran, un específicament, el vocabulari. L'últim escriu una expressió per demostrar que entén.

CONCLUSIONS

Malgrat les poques dades recollides degut al problema mencionat anteriorment, es pot extreure que creuen que necessiten més vocabulari per poder-se expressar i per tant haurien d'estudiar-lo més. Tanmateix expressen la necessitat de practicar més l'expressió oral fora de l'escola. També són conscients que utilitzar la mímica o descriure la paraula que no saben són dues estratègies que poden utilitzar.

Com a conclusió final, un cop analitzades les respostes i les dificultats que han tingut per contestar el qüestionari, hauria sigut bo haver dedicat un temps previ a la pràctica aquesta mena de qüestionaris, amb exemples concrets, per tal que tots els alumnes, i especialment els que tenen més dificultats, sàpiguen, exactament, que se'ls demana a cada apartat.

QUESTIONNAIRE 3: Problems and solutions

School: IES Vil·la Romana. La Garriga

Level: 2nd ESO Class: C

Members of the group: All the class together

Date: 16/2/2007

Work in groups of 4. Think, discuss and answer these questions in English (if you can) or Catalan. (You have 10 minutes maximum)

Brainstorming: All the classroom together:

➤ **What problems do you have when you talk in English during the tasks?**

Vocabulary problems:

- We use words in L1 (5 groups)
- We don't remember the words. (5 groups)

Grammar problems:

- Use correct sentences (3 groups)

Practice:

- We don't speak English in class (3 groups)

Understanding:

- Sometimes we don't understand each other (3 groups)

➤ **Which strategies do you think you need to practise to communicate better?**

Vocabulary problems:

- Use learned words or expressions
- Use synonyms
- Describe the word (circumlocutions or paraphrase)
- Use expressions to have more time to think.
- Study the words.

Understanding:

- Show I understand using words or mime

Practice:

- Speak in English in class.

➤ Do you think that learning to learn how to speak better can be useful for you? yes No

➤ Why?

- "Because travelling a country exemple united estated. "
- "Better speacking in English"
- "We have to learn of our errors"
- "Because the English language is very important in this world"
"Because your mind never think"

LANGUAGE HELPERS



WHEN YOU DON'T KNOW HOW TO SAY SOMETHING YOU CAN:

- ▶ Use mime, gestures or facial expression.
- ▶ Use a word that has similar meaning or a synonym.
- ▶ Invent a word.
- ▶ Ask for help or show you need help.
- ▶ Describe the concept.
- ▶ Give you time to think.

USE A WORD THAT HAS SIMILAR MEANING

▪ <u>Pen</u> for ballpoint pen	▪ <u>Fruit</u> for strawberry
▪ <u>Meat</u> for ham	▪
▪	▪

USE A SYNONYM

▪ Cab = Taxi	▪ Lounge = living room
▪ Coach = sofa	▪
▪	▪

INVENT A WORD

▪ Tooth doctor ± dentist	▪ Water-holder ± bucket
▪ Night table ± beside table	▪ Wash the dishes ± do the washing up
▪	▪

GIVE YOU TIME TO THINK

▪ Well....	▪ Right...	▪ OK
▪ I think that....	▪ You know....	▪ I don't know
▪ You know what I mean?	▪ You see	▪



WHEN YOU NEED HELP ...

Ask for help.

How do you say " <i>taula</i> " in English?	What are we supposed to do?
What does " <i>chunk</i> " mean?	What exactly do we have to do?
How do you pronounce "nice"?	Can you help me, please?
What's the meaning of " <i>apologies</i> "?	Can you explain me that exercise, please?
What's this in English?	What must we do?
Is this right?	I'm not sure what we have to do.
I'm sorry. I don't understand.	

Ask for clarification or repetition.

Can you repeat that, please?	Can you repeat more slowly?
Can you repeat in another way?	Could you speak more slowly?
Pardon?	



DURING THE CONVERSATION...

Check that you understand.

Do you mean ""?	Did you said.....?
<i>(Repeat his/her sentence)</i>	

Check that the others understand you.

Okay?	Yeah?
Right?	Eh?
Don't you think?	

Show that you're listening or understanding.

Ok. (Okay)	I see...	How interesting!
Right.	Good.	Great.
Fine.	Possibly.	Yeah
I know.	Not at all.	Excellent.
What a pity!	Mm.	Really?
Is that so?	"Uh-huh"	<i>(Move your head)</i>

Give you time to think

Well....	Right...	OK...
I think that....	You know....	I don't know
You know what I mean?	You see...	Er.



TO COLLABORATE WITH YOUR GROUP:

Give your opinions and make suggestions.

I think that....	Let's
In my opinion	Why don't we.....?
I believe that.....	We could.....
	How about ...?

Ask your friend's opinion and likes.

What do you think about.....?	Do you prefer or?
Do you agree with me?	Would you like?
Do you like.....?	

Agree

Disagree

I agree with you.	I don't agree with you.
Yes, that's a good idea.	Yes, but
Okay / OK / All right	No, that's impossible.
Fine.	Well, I disagree.
Good! / Great!	That's awful!
I think so.	I don't think so.
That's fantastic!	I'm sorry but I prefer
OK! Let's do that!	
Yes, I'd like that.	
Sure.	
Of course.	
No problem.	

TO DESCRIBE A WORD OR CONCEPT YOU CAN THINK:

➤ What kind of word is it?

It's a/an

- person
- object
- animal
- action
- piece of furniture
- piece of clothes

It's....

- a sort of
- like a
- a place where
- a bird that....
- ..
- ..

➤ What does she/he/it look like?

He/she/it is

- **Size:** big, small, long, ...
- **Shape:** square, round, rectangular ...
- **Colour:** blue, red, yellow
- **Physical description:** tall, short...
- **Opinion:** beautiful, interesting ...
- **Material:** made of wood, plastic...

He/she/it has got....

- Long hair
- Four legs
- Black spots
-

➤ What can you use it for? You can use it for...

- playing
- writing (on the blackboard)
- wearing on your head
- eating
-

➤ Talk about this person: He/she ...

- plays...
- wears..
- works ...
- has got
- is.... (description)
- looks like
-

Examples:

- A thing you dry your hands on. (towel)
- A little wooden chair for resting the legs when one is tired, it doesn't have a back (stool- tamboret)
- A person whose job is to put out fire. (fireman)



USEFUL SENTENCES

Ask for and giving opinions:

What do you think about	sport? it?
I think I think that	it's OK.
I believe I believe that	they are all right.
I don't know. I don't know what to think.	

Agreeing	Disagreeing
Yes	No
Okay, OK All right	That's impossible
I agree	I disagree
Aha!	
Fine	
Good!	
Great!	
That's a good idea!	
That's fantastic! wonderful! cool!	That's awful! terrible! tragic!
I think so.	I don't think so



PRACTISING

It's very important to practise speaking very often. You can speak:

☺ **At school:** Use English in class with:

- **your teacher:** ask questions, explain things...
- **your classmates:** ask for material, talk about the activities...

☺ **At home:**

- **Alone:** Examples:
 - Think a topic and try to speak about it for 1 minute without stopping.
 - Invent a conversation.
 - Chat in English.
 - Try to study useful sentences for conversation.
- **With friends:**
 - Play games like: taboo, scrabble... in English.
 - Talk about things you like.
 - Study dialogs and act them out.
- **With tourists:**
 - When you go to a hotel, a camp site or a touristy place try to talk to foreign people.

REMEMBER: If you want to improve, when you are practising at home:

Before talking:	<ul style="list-style-type: none"> ▪ Choose a topic and plan what do you want to say: <ul style="list-style-type: none"> ○ Sentences to start and finish the conversation. ○ Think the vocabulary and sentences you know. ○ Look for important words at a dictionary. Memorize them.
While you're talking:	<ul style="list-style-type: none"> ▪ Use the strategies we're learning: <ul style="list-style-type: none"> ○ Mime, synonymous, explain the words... ○ buy for time ▪ Ask for help to the person you're talking to. ▪ Use sentences you know.
After talking	<ul style="list-style-type: none"> ▪ Look at the dictionary the words you didn't know. ▪ Memorize them.

You always can record your voice and listen to it. Do you think you can you improve it?

**ALTRES MATERIALS PEL PROFESSOR/ PER
TREBALLAR AMB ELS ALUMNES**

STRATEGIES CLASSIFICATION

1- Negotiation of meaning:


1- Ask for global repetition, rephrasing or simplification. Li demano que m'ho repeteixi o m'aclareixi el que m'ha dit
2- Ask for the meaning of a specific word or fragment. Li pregunto el significat de les paraules o frases que no he entès
3- Confirmation checks (A - I was really chuffed. B - You were pleased? A- Yes.) Li repeteixo el que he entès per comprovar si és el que l'altre volia dir
4- Comprehension checks (Know what I mean? Do you understand?) Li feia preguntes per comprovar que m'entenien.
5- Repetition or using other words. Quan creia que no m'entenia li repetia o li aclaria el que volia dir
6- Show I understand miming or using words (I see). Faig indicacions amb gestos o paraules de que l'entenc

2- Compensation strategies:




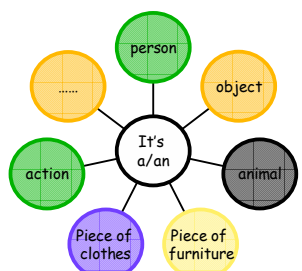



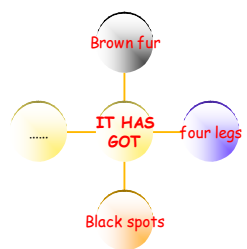

1- Mime, facial expression, intonation. Mímica, l'expressió de la cara, to de veu,...
2- Word coinage (i.e. "picture place" for "gallery") Inventar paraules o dir paraules que semblin angleses
3- Circumlocutions or paraphrase (i.e. "it sucks air" for "vacuum cleaner") Descriure l'objecte, l'acció,...
4- Synonyms or approximation ("table" for "desk"). Utilitzar paraules amb un significat semblant o un sinònim
5- Use learned words or expressions. Utilitzar frases o expressions que conec bé per no equivocar-me
6- Use a Catalan or Spanish word or expression. Utilitzar una paraula o expressió catalana o castellana.
7- Translate literally from Catalan or Spanish. Traduir literalment del català o castellà el que vull dir
8- Use words or expressions to get more time (well,...) Utilitzo paraules o expressions per guanyar temps mentre penso
9- Pick up on the interlocutor's expression and using it for oneself and repeat. Utilitzo paraules o frases que ha dit la persona amb qui parlo (repeteixo)
10- Asking for help or showing you need help. Demanar ajut a la persona amb qui parlo
11- Change the way I was going to say and saying it simpler. Canviarla manera en què ho volia dir per una altra més senzilla
12- Simulate I understand. Faig veure que l'he entès
13- I keep silence. Em quedo callat/da

3- Turn taking:

LEARNING TO LEARN: Strategies we're going to learn (PowerPoint)

 <p>STRATEGIES WE'RE GOING TO LEARN</p> <p>TO IMPROVE ORAL INTERACTION</p>	<p>HOW ARE WE GOING TO LEARN THEM:</p> <ul style="list-style-type: none">• DIRECTLY:<ul style="list-style-type: none">- Compensation strategies- Negotiation of meaning• INDIRECTLY<ul style="list-style-type: none">- Social strategies- Arranging and planning your learning- Evaluating your learning
<p>COMPENSATION STRATEGIES</p> <ul style="list-style-type: none">• Getting help• Using mime or gesture• Coining words• Using a circumlocution or synonym• Giving me time to think	<p>NEGOTIATION OF MEANING</p> <ul style="list-style-type: none">• Comprehension checks• Clarification requests• Confirmation checks• Recasts
<p>SOCIAL STRATEGIES</p> <ul style="list-style-type: none">• Asking questions<ul style="list-style-type: none">- For clarification or verification- Asking for correction• Cooperating with others• Turn taking and turn giving	<p>ARRANGING AND PLANNING YOUR LEARNING</p> <ul style="list-style-type: none">• Organizing• Setting goals and objectives• Identifying the purpose of a language task• Planning for a language task• Seeking practice opportunities.
<p>EVALUATING YOUR LEARNING</p> <ul style="list-style-type: none">• Self-monitoring• Self-evaluating	

LEARNING TO LEARN: When you don't know how to say something (PowerPoint)

 <p>When you don't know how to say something:</p>	<p>You can:</p> <ul style="list-style-type: none"> • Use mime, gestures or facial expression. • Describe it. • Use a word that has similar meaning or a synonym. • "Invent" a word. • Ask for help or show you need help. • Give you time to think. 
<p>To describe the word:</p> <ul style="list-style-type: none"> • You can think: 	<p>What kind of word is it?</p> <p>It's</p>  
<p>What does it look like?</p>  	<p>What does it look like?</p>  

3 What can you use it for?

- You can use it for:
 - playing
 - writing (on the blackboard)
 - wearing on your head
 - eating
 -



Use a word that has a similar meaning

- Pen for ballpoint pen
- Meat for ham
- Fruit for strawberry



Use a synonym.

- Cab = Taxi
- Coach = sofa
- Lounge = living room



"Invent" a word.

- **Invented word ± correct word**
- Tooth doctor ± dentist
- Water-holder ± bucket
- Night table ± beside table
- Wash the dishes ± do the washing up



Ask for help or show you need help.

Some useful sentences:

- | | |
|--|---|
| <ul style="list-style-type: none">• How do you say "taula" in English?• What does "chunk" mean?• How do you pronounce "nice"?• What's the meaning of "apologies"?• Is this right?• I'm sorry. I don't understand. | <ul style="list-style-type: none">• What are we supposed to do?• What exactly do we have to do?• Can you help me, please?• Can you explain me that exercise, please?• What must we do?• I'm not sure what we have to do. |
|--|---|



Ask for clarification or repetition

Some useful sentences:

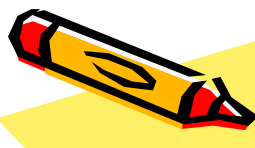
- Can you repeat that, please?
- Can you repeat more slowly?
- Can you repeat in another way?
- Could you speak more slowly?
- Pardon?



Give you time to think.

Useful expressions:

- Well...
- Right...
- OK
- I think that....
- You know....
- Er
- You see
- You know what I mean?
- I don't know
- M
-



DURING THE CONVERSATION



Don't forget

- Check that you understand.
- Check that the others understand you
- Show that you're listening or understanding



Check that you understand. When you're not very sure about what he/she said.

- Do you mean "...."?
- Did you said.....?
- Repeat his/her sentence.



Check that the others understand you

- Okay?
- Yeah?
- Right?
- Eh?
- Don't you think?



Show that you're listening or understanding


- Ok. (Okay)
- I see...
- How interesting!
- Right./Good./Great.
- Fine.
- Possibly.
- Yeah
- I know.
- Not at all.
- Move your head
- Make sounds:
 - "Uh-huh"
 - Mm.
- Is that so?
- Really?
- What a pity!
- Excellent.






WHEN YOU COLABORATE WITH YOUR GROUP


You can:

- Give your opinions and make suggestions.
 - Ask your friend's opinion and likes.
 - Agree or disagree
- 


Give your opinions and make suggestions.

- I think that....
 - Let's
 - In my opinion
 - I believe that....
 - How about?
 - We could.....
 - Why don't we.....?
- 

Agree

- I agree with you.
 - Yes, that's a good idea.
 - Okay / OK /
 - All right
 - Fine.
 - Good! / Great!
 - No problem.
 - Of course.
 - Sure.
 - Yes, I'd like that.
 - OK! Let's do that!
 - That's fantastic!
 - I think so.
- 

Disagree

- I don't agree with you.
 - Yes, but
 - No, that's impossible.
 - Well, I disagree.
 - hat's awful!
 - I don't think so.
 - I'm sorry but I prefer
- 

**AND DON'T FORGET:
STUDY THESE SENTENCES
AND USE THEM WHENEVER
YOU CAN!**

