



Generalitat de Catalunya
Departament d'Ensenyament

L'expressió oral al nivell C1



Integrants del grup de treball (2015-2017)

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Objectius

- Millorar la nostra pràctica docent a l'aula pel que fa a l'expressió oral de l'alumnat.
- Estimular el desenvolupament tant de l'autonomia de l'alumnat com del treball col·laboratiu
- Ajudar l'alumnat a ampliar el ventall de vocabulari i estructures gramaticals complexes amb un cert grau de precisió.
- Ajudar l'alumnat a prendre consciència sobre l'existència de diferents registres i els seus contextos d'utilització.
- Ajudar l'alumnat a millorar la seva fonètica (pronúncia, ritme i entonació)

Pronúncia: Què ens preocupa?

- Manca de consciència sobre la importància de la pronúncia per a la bona comprensió oral de l'idioma i perquè els parlants nadius els entenguin
- Hàbits de pronúncia molt enquistats. És molt difícil ajudar-los a millorar en un sol any
- Replantejament de com ensenyem la pronúncia a l'aula a nivell d'escola, implicant a tots els nivells



Activitats per millorar la pronúncia

- Gravacions a l'aula (parelles, grups)
- Anàlisi de com parlen l'anglès els no nadius
- Lectura de textos fonètics
- *Parallel reading*
- Dramatitzacions de cançons (e.g. “Dry your eyes”)
- Shadowing

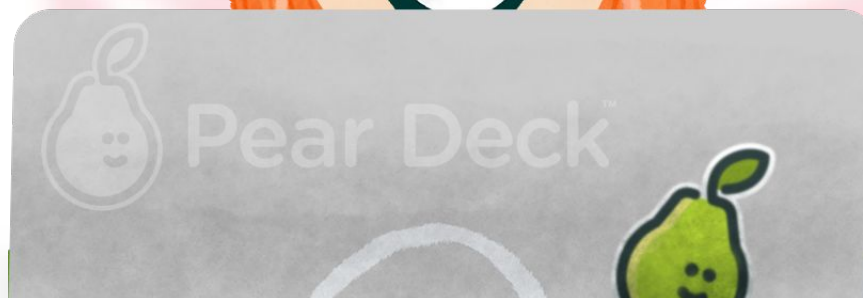


Pronúncia: shadowing

1. Find a TED TALK (<https://www.ted.com/talks>) that you find inspiring or interesting
2. Select a short extract of its transcript and copy it, leaving enough space for marking (no longer than a page, aprox 1-2 minutes)
3. Mark the text: underline or highlight the key words, use arrows to show intonation, etc.
4. Listen to the extract and correct and/or complete your marking: add emphasis, etc.
5. Practise reading along (in parallel) with the sound, trying to imitate as much as you can.
6. Repeat many times, till you can read the script aloud (without the tape) and make it sound as similar to the original as possible
7. At this stage, record yourself (use <http://vocaroo.com/>)



Summ
you've



Students, write your response!

Presentacions orals: consideracions

- El llenguatge corporal, la posada en escena
- No memorització
- Tria del tema: conegut però prou complex perquè l'alumne s'hi pugui lluir
- Importància del feedback després de la presentació



Presentacions orals: activitats

- Presentacions curtes de 2/3 minuts al llarg del curs (e.g. mirar un vídeo/llegir un article a casa i resumir-lo oralment als companys)
- Dramatic monologues
- Mock presentations: Gravació de les presentacions orals dels alumnes i anàlisi posterior amb feedback oral del professor



Presentacions orals: dramatic monologues

- Proporcionar als alumnes el monòlegs, les preguntes i les respostes i la gravació de mostra.
- El professor o un alumne fan el primer monòleg per ensenyar com funciona l'activitat.
- Si es considera convenient, l'alumne es grava a casa i el professor proporciona feedback abans que faci el monòleg.
- L'alumne llegeix el monòleg dos cops, i introdueix millores segons les dificultats de comprensió manifestades pels companys. El pot llegir dos cops el mateix alumne o un altre (així establint una mica de competició)



Les presentacions orals: temes

- My motto and how I found it
- There's a problem, let's fix it
- I can tell you something you don't know about
- Something happened to me and this is what I learned

<https://prezi.com/8icbwhtslf2s/presentations-c>

[1/](#)



Les presentacions orals: rúbriques

- Peer assessment
- Teacher assessment
- Self assessment



Presentacions: autoavaluació

GENERAL ASPECTS

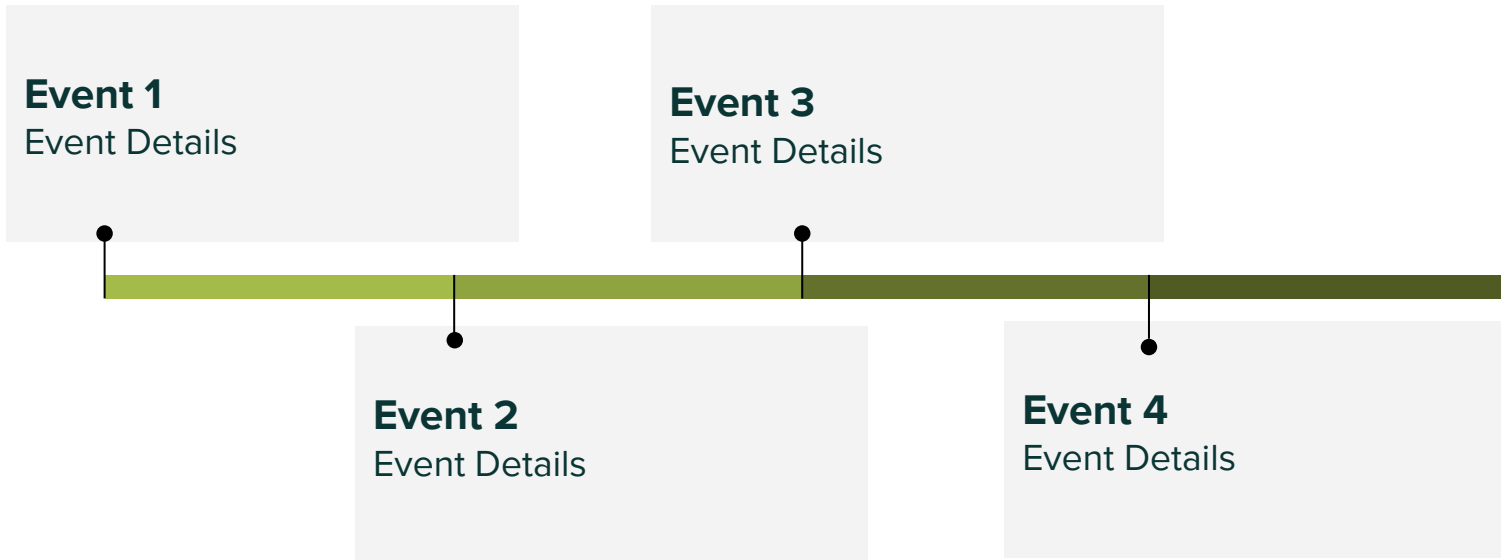
- 1- What have you especially liked about your presentation?
- 2- What haven't you liked at all?
- 3- How did you feel while you were giving your presentation?
- 4- What would you change if you could do it again?

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?



Write down why these events are important:



Students, write your response!

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. |

Els debats

- Activació de vocabulari i expressions adequades per les diferents parts del debat
- Diferents rols en els debats de pràctica
- Com debaten altres persones: “Loose Women” i “The Guardian 5 minute debates”
- Treball amb els transcripts de diferents debats per identificar i incorporar expressions
- Brainstorming dels pros and cons d’un tema de debat abans de practicar a classe



Els debats: explotació 5 minute debates

**Zero-hours contracts: are they bad for workers? -
five-minute debate**

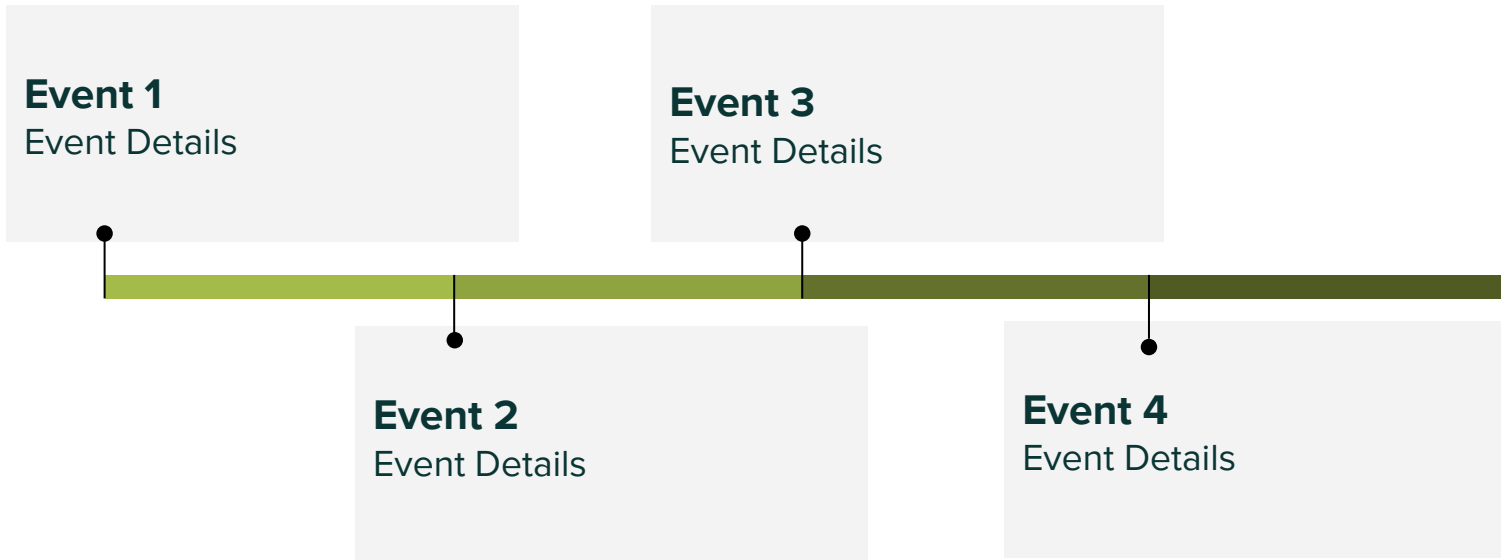
<https://www.youtube.com/watch?v=r1ljFtbSdNI>

TASK:

- 1) Pre-listening: In groups of three, brainstorm the arguments in favor and against zero- hours contracts.
- 2) I Listening: Listen to the debate and focus on one of the speakers. Take notes of his/her main points
- 3) II Listening: Listen again and pay attention to the expressions, vocabulary and discourse strategies used by the speakers
- 4) Work with the transcript



Write down why these events are important:



Students, write your response!

TASK 2 DEBATE

Student name _____

Date _____

Total _____

_____/15

Have a conversation with your partner based on the following statement. You are expected to exchange opinions, give examples, etc.

| Interaction -- Content & Text structure | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| <p><u>Interaction</u> participates fully and effectively in conversation and employs a variety of interactive and discourse strategies, such as turn-taking and separating main ideas from supporting information through the use of syntactic, lexical, and phonetic devices.</p> <ul style="list-style-type: none"> Does the speaker react appropriately to what the interlocutor or other candidate says? G / NSG | | | | | |
| <p><u>Content & Text structure</u> produces extended stretches of language with ease and with very little hesitation.</p> <ul style="list-style-type: none"> Are the answers of an appropriate length for the task? Is there much hesitation? G / NSG | | | | | |
| <p><u>Interaction</u> presents their opinions on social and political issues, and provides structured arguments to support these opinions. is able to construct and develop hypotheses to explore alternative possibilities.</p> <ul style="list-style-type: none"> Does the speaker start discussions? Does the speaker introduce new ideas? G / NSG Does the speaker keep the interaction going? Does the speaker expand and build on ideas and themes introduced by the other candidate? G / NSG | | | | | |
| <p><u>Content & Text structure</u> Contributions are relevant, coherent and varied. Uses a wide range of cohesive devices and discourse markers</p> <ul style="list-style-type: none"> Are the contributions relevant? Is there any repetition? Is it well organised? G / NSG Does the speaker use a range of cohesive devices? And discourse? G / NSG | | | | | |
| Accuracy and language range | 5 | 4 | 3 | 2 | 1 |
| <p><u>Grammar</u> demonstrates no pattern of error in the use of basic structures, although they may make sporadic errors, particularly in low-frequency structures and in complex high-frequency structures. Such errors, if they do occur, do not distract the interlocutor or interfere with communication.</p> <ul style="list-style-type: none"> Does the speaker use a range of simple grammatical forms, with control? G / NSG Does the speaker use complex grammatical forms? Do they maintain control? G / NSG | | | | | |
| <p><u>Vocabulary</u> uses a wide range of rich and varied vocabulary, with idiomatic expressions that allows the speaker to express complex ideas in detail, all with ease, fluency and accuracy</p> <ul style="list-style-type: none"> Does the speaker have the lexical resource to give and exchange views on familiar and unfamiliar topics? G / NSG Does the speaker use a range of appropriate vocabulary? G / NSG | | | | | |
| Pronunciation, rhythm and intonation | 5 | 4 | 3 | 2 | 1 |
| <ul style="list-style-type: none"> Are individual sounds clear? Are they correctly produced? G / NSG | | | | | |
| <ul style="list-style-type: none"> Does the speaker use sentence and word stress correctly? Is it used to enhance and convey meaning? G / NSG | | | | | |
| <ul style="list-style-type: none"> Is the speaker's intonation appropriate? Is it used to enhance and convey meaning? G / NSG | | | | | |
| <ul style="list-style-type: none"> Can the speaker be generally understood? G / NSG | | | | | |



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.

Pilotatge: 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:



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

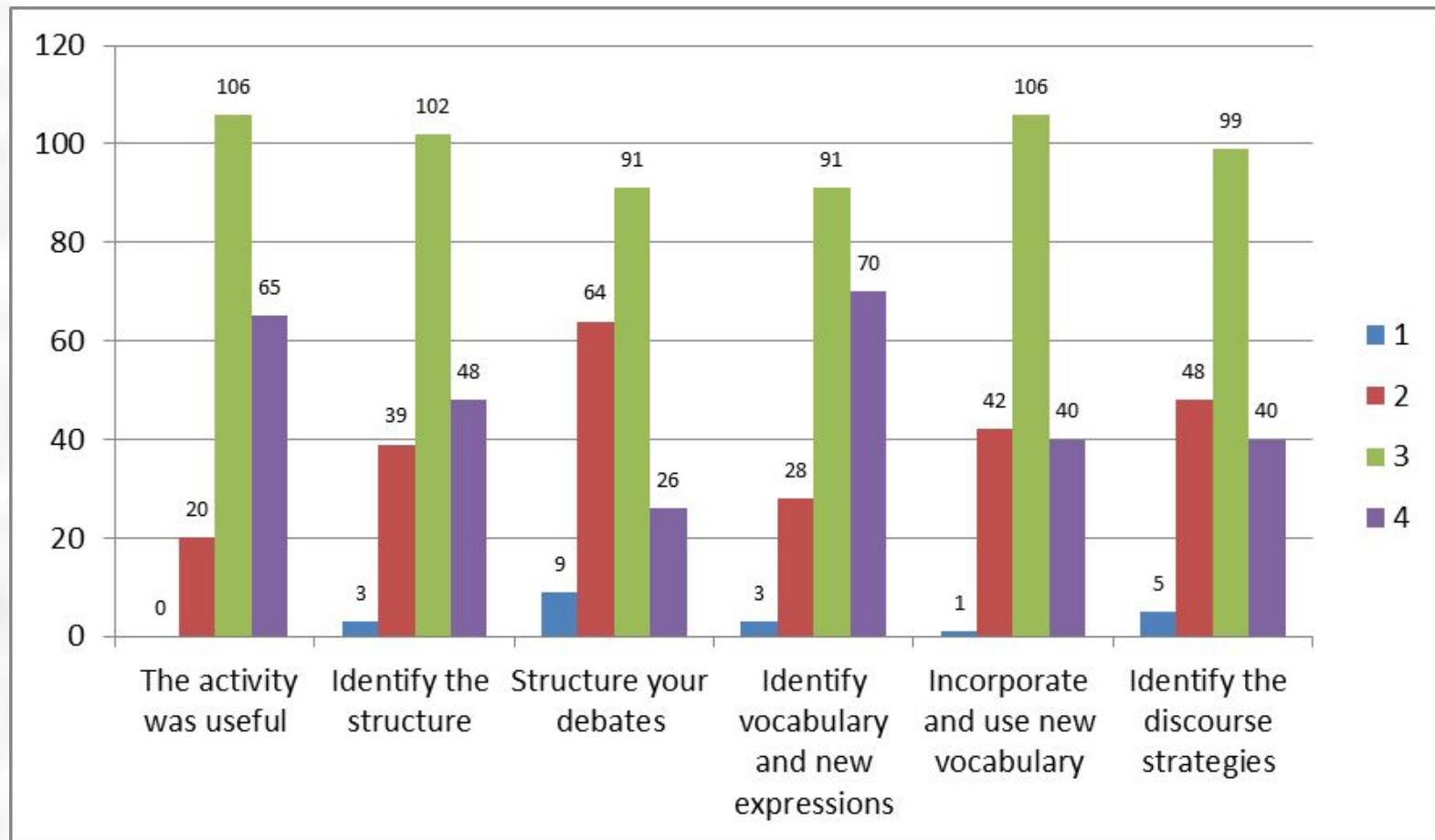
1 2 3 4

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!!!!

Resultat pilotatge “Silver splitters”



Pilotatge: 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



Pilotatge: Dramatic monologues

Example of a dramatic monologue



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

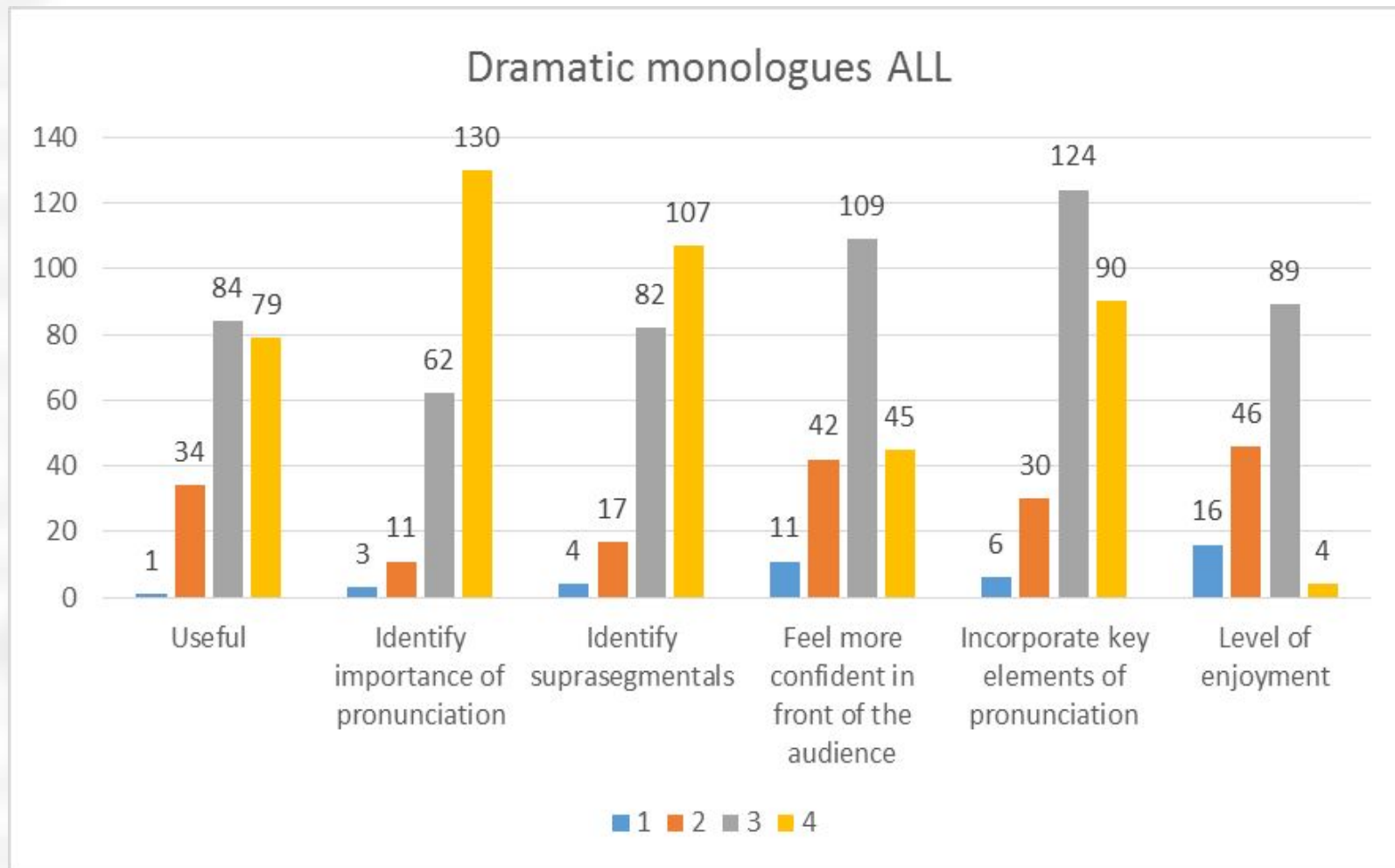
1 2 3 4

6. Did you enjoy yourself doing this activity?

1 2 3 4

Comments:

Dramatic monologues: resum enquesta



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.



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

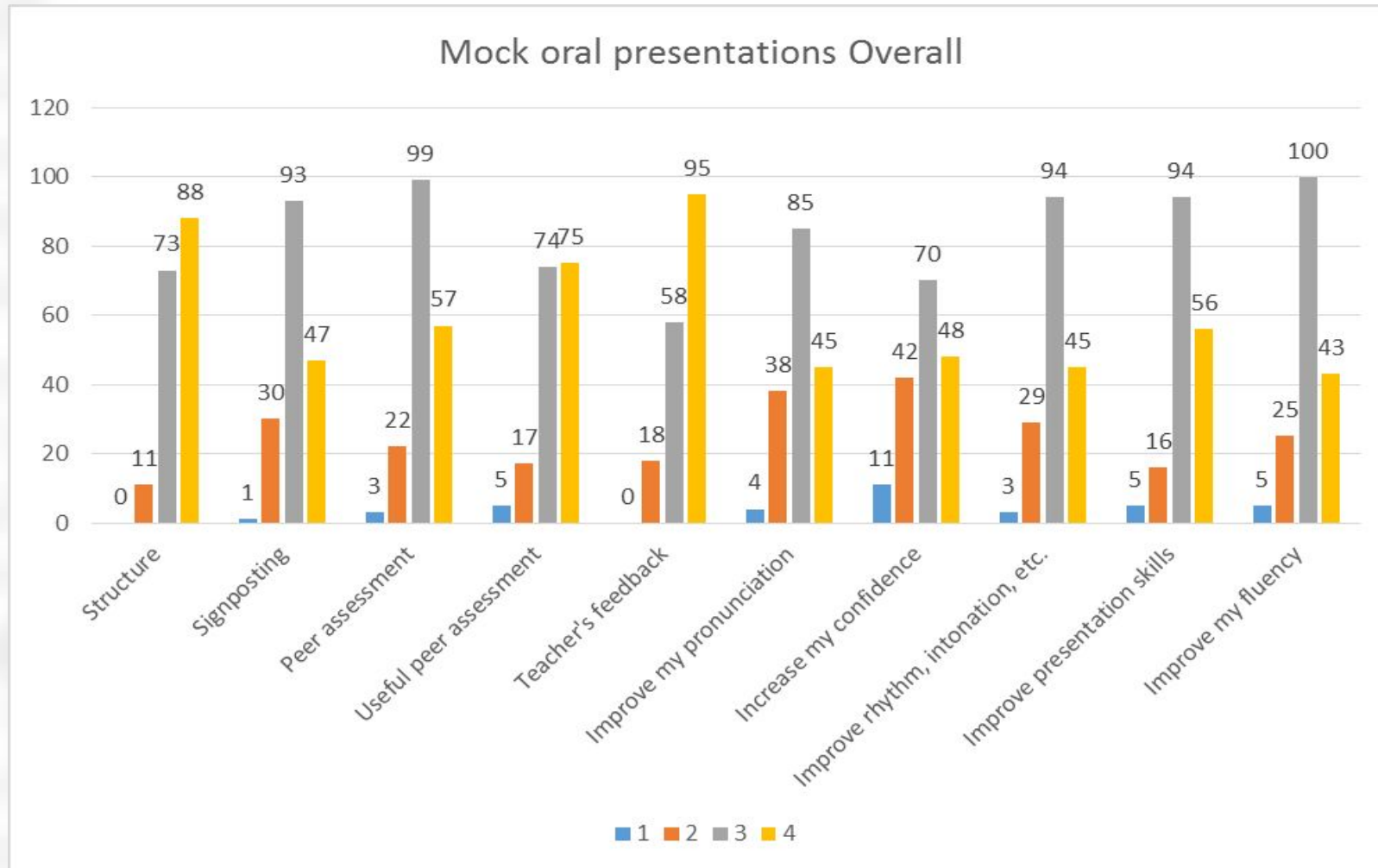
1 2 3 4

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

- Millora de l'expressió oral en general.
- Els alumnes poden arribar als 8 minuts de debat sense patir.
- El professorat se sent més segur i això genera més seguretat entre l'alumnat
- Parlar i compartir amb altres companys és molt enriquidor, hem après molt els uns dels altres.
- Els alumnes fan una tria més encertada de temes que els permeten demostrar el seu nivell.



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.



Gràcies per la vostra atenció!



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