


Our Voices



Developing pupils'
linguistic
independence and
confidence in speaking

Aim

All students will develop more confidence when speaking in French and will have a range of strategies they can use to:

- memorise language
- help them cope with unpredictability
- improve pronunciation and intonation to make meaning clearer

Participants

- Cumberland School, Newham
- St Bonventure's School , Newham

Context

- Help raise achievement in the speaking controlled assessments.
- Share good practice across both schools
- Develop links between 2 schools working in different contexts.

Preparation

- Scheme of work
- Controlled speaking assessment

Speaking Controlled Assessment

- You have been asked to write an article for a German magazine about where you live now and where you would like to live in the future.
- Describe your area – size, location (including distance from Central London), type of area, what you can do there.
- What do you like and dislike about living there?
People, crime, facilities, environmental problems.
- What did you do last weekend in your area?
(On your own, with family or friends)
- What do you think about the Olympics coming to East London in 2012? How will hosting the Olympics affect your area and your life?
- Where you would like to live in the future? What would it have? Where would it be? What would it be like?

Phase A:

Pronunciation and Intonation

- Planned and delivered by a focus group (4 pupils from each school) with support from the project leader.
- Training session - peer mentors tested a variety of activities to identify those they felt would be most helpful, devised some of their own and planned a lesson
- Lesson delivered in both schools by peer mentors.
- Reinforced by teachers in subsequent lessons

Pronunciation

- Tongue Twisters:

Cinq chiens chassent six chats

Pauvre petit pêcheur, prend patience pour pouvoir prendre plusieurs petits poissons.

- French sounds
- Tapping rhythms
- Spot the silent letters
- Words out of a hat
- Lip reading
- Ping pong
- Reading around the room/in pairs/small groups.

Intonation

- Character cards – silly, self-confident, shy, energetic, likes to be the boss, moody, enthusiastic, thoughtful
- Shadow talk

Feedback

Most useful activity – intonation task/, all/, shadow talk////////, rhythms/, round the room reading////////, silent letters/, characters (I rarely forget things that are fun!), vowel sounds

Additional ideas – role-play, more drama, group work

How confident – bit more//, same////////, more////////,

Being taught by peers – more confident, weird/ but enjoyable, great– need to do it again, no shouting, unique, comfortable, lots of help, more social environment, engaging, awkward

Phase B

Memorisation

- CPD session with project leader and lead teachers
- Planned introductory lesson together
- Pupils trialled various techniques over several lessons and completed checklist
- All pupils learnt a couple of paragraph off by heart and sent to partner school to peer assess (Flipcam and digital voice recorders)
- Why peer assess across 2 schools – motivation, competition, sharing of good practice,

Memorisation Strategies

- Write the first letter of every word
- Write out the sentence with words missing
- Choose key words as prompts
- Record on your phone and listen and repeat.
- Make difficult sentences into a rap/sing to a familiar tune
- Say the sentence out loud in different voices/characters
- Write the sentence on a post-it and put it where you will see it regularly.
- Make cards with sentence halves and try to match the sentences halves. Then put sentences in the right order.
- Make up a test for yourself – gap-fill, translation.
- Ask family or friends to test you (they don't need to speak French!)
- Teach a sentence to a family member or friend.

Exemple

J'habite à Newham, à Londres, à peu près à 8 km du centre de Londres. Newham est un quartier très intéressant avec une population venant du monde entier. Il y a aussi beaucoup de choses à faire et à voir.

Exemple

J'habite ____Newham, à Londres, à peu _____ à
8 km du _____ de Londres. Newham est un
_____très intéressant avec une population
_____ du monde entier. Il y a aussi
_____ de choses à faire et à voir.

Exemple

J'habite ____Newham, à Londres, à peu _____ à
8 km du _____ de_____. Newham est un
_____très intéressant avec une population
_____ du monde_____. Il y a aussi
_____ de choses à _____et à voir.

Exemple

J'habite ____Newham, à_____, à peu _____
à 8 km du _____ de_____. Newham est
un _____très intéressant avec une
population _____ du monde_____. Il y a
aussi _____ de choses à _____et
à_____.

Exemple

J'h_____ à N_____, à L_____, à p_____ p_____
à 8 km d_ c_____ d_ L_____. N_____
e_____ u_ q_____ t_____ i_____
a_____ u_____ p_____ v_____ d_ m_____
e_____. l_ y a a_____ b_____ d_ c_____ à
f_____ e_ à_____.



Feedback

Most popular strategies:

Making up your own gap-fills as mini-tests “works like a charm”

First letter of every word

Write out sentence with words missing

Record on phone

Teaching a friend

Least popular:

Using different voices “I sound silly”

Cards – takes too long

Peer Assessment Checklist

Pronunciation and Intonation

- Does not pronounce silent sounds
- Can pronounce key words correctly e.g. embouteillage
- Letter é pronounced correctly
- “in/im” pronounced correctly e.g. important
- Varies tone of voice
- Sounds as if s/he understands what s/he is saying
- All, most, some, little of the answer is understandable.

Phase C

- Display about the different strategies for schools in the Borough
- Produce a pronunciation and memorisation guide for pupils by pupils.
- Offer to talk about the project at departmental meeting across borough and Network meeting .
- Share presentations and materials