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PROGRAMME DU SEMINAIRE EN POLOGNE

UTILISER LES TICE POUR AMÉLIORER L'ENSEIGNEMENT DE L'ORAL

Projet : EMECOE

Asociación estratégica para mejorar la enseñanza de la
comunicación oral en centros de lenguas europeas.



Cofinanciado por el
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Introduction du principe de

L.O.L.A.



Learning Oriented Language Assessment
– méthode innovante d'évaluation

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Contenu / Content

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- 2 TIC et évaluations / ICT & assessments
- 3 Modèles d'évaluations formatives /
Models of formative assessment
- 4 Feedback
- 5 Evaluer des compétences orales /
Assessing oral competencies
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Learning Oriented Language Assessment

Motivation

- Le processus d'apprentissage et d'évaluation est orienté vers le fait d'apprendre et moins vers celui d'enseigner
- Possibilités de différenciation & d'individualisation
- Autonomie de l'apprenant

Les enseignants doivent connaître le plus tôt possible les compétences de leurs apprenants (afin de les aider adéquatement)



Motivation

Learning process & assessment is more learning-oriented and less teaching-oriented

- Possibilities for differentiation & individualization
- Learner autonomy

Teachers need to find out about learners' competencies as quickly as possible (to support learners adequately)

Modèle d'évaluation formative en ligne

Prémisses



45 minutes maximum



Facile à enregistrer & administrer



Feedback sur les points forts et faibles, bénéfique, constructif, critique, basé sur le CECRL (avec des bandes de niveaux de compétences)

Sample of formative online assessment

Premises

45 minutes maximum (one lesson)

Easy to register, easy to administer

Feedback on strengths & weakness, helpful, constructive, critical, CEFR-oriented (with cut scores und critical performance levels)

La solution autrichienne

The Austrian solution



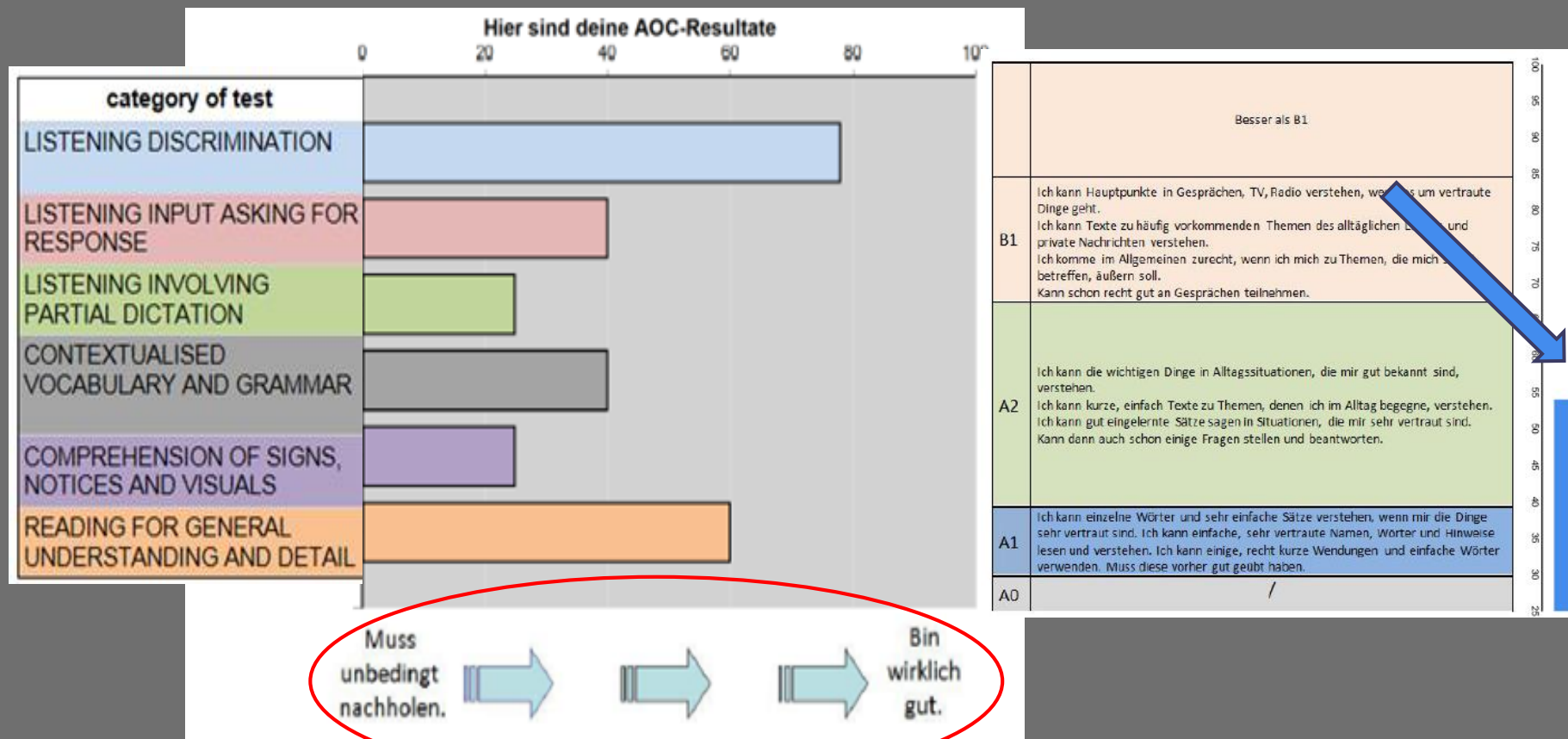
Awareness
Awareness
EVEIL
EVEIL

Orientation
Orientation

Coaching
Coaching

Feedback - lié au CECR

Feedback – linked to CEFR





Part	Task	Format	Time
PART 1	Warm-up	conversation between interlocutor and each student	⌚ 1 - 2 minutes
PART 2	One-minute talks	an individual longer turn for each student	⌚ 1 minute for each student
PART 3	Discussion	two-way conversation between the two students	⌚ about 3 minutes for each pair
		Total for 2 students	~ 10 minutes

Task



Task

Video

Prompt cards



SPEAKING Tasks Student's Sheet

PART 1 ➤ *Warm-up (1-2 minutes)*

PART 2 ➤ *One-minute talk*

Draw a card from the pot and talk about the topic for about one minute.



SPEAKING Tasks Student's Sheet

PART 3 ➤ *Discussion*

You and your partner want to organise a welcome party for your class. You need to plan the evening. Decide what to do.

You have about three minutes to come to a decision.

Talk about the following:

- Place
- Time
- Music
- Food
- Drinks
- Activities
- Theme (e.g. Vampire Night)



Sources pictures: <http://f1.fsc.szene1.at>

Your speaking skills have been checked with the following criterias:

Communicative effectiveness	How well can you fulfil the task; How clear could you express your ideas	Are you able to you talk about all important points?
Interaction	How well can you lead the communication and react to questions	Are you able to start a communication, continue talking and end it correctly?
Range	How rich and various is your language	Are you able to choose the right words and phrasings to fulfil the tasks?
Accuracy	How correct do you use the words and structures?	Are you able to use the correct wording and language structures?
Pronunciation	How comprehensible and clear is your pronunciation	Are you able to speak with an intonation and pronunciation easy to understand?

**Communicative
effectiveness**

Interaction

Range

Accuracy

Pronunciation

Muss
unbedingt
nachholen.



Bin
wirklich
gut.

B1

Mündlich

teilgenommen

Besser als B1

I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes & ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.

A2

I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job

A1

I can use simple phrases and sentences to describe where I live and people I know.

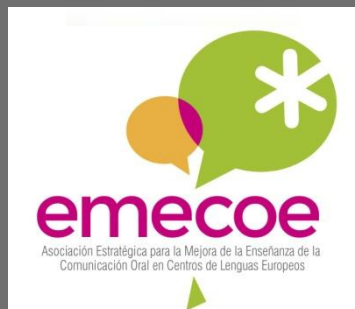
A0

Schlechter als A1

COOPERACIÓN

**VOLUNTAD
MEJORAR LA CALIDAD**

**INTERCAMBIO DE
BUENAS
PRÁCTICAS**



**VOLUNTAD
INTERNACIONALIZACIÓN**

**MEJORANDO LA EDUCACIÓN
MEJORAMOS EUROPA Y NUESTRO FUTURO !**

DZIĘKUJĘ

DANKE

GRACIAS

MERCI

GRAZIE

Contacto



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