

How to Explore Oral Comprehension Sources (Audio or Video)

In order to be successful in the Impromptu category, students will need time to practice and improve their listening abilities on an on-going basis.

General tips:

- Exploring oral comprehension depends greatly on level of ability of our learners. As a rule of thumb strategies will differ greatly to develop strong abilities in the following logic: gradual comprehension strategies at the A levels. (voix-off, word detection, group comprehension, individual's global understanding and minute understanding of details). At the B level, oral comprehension is more spontaneous, but it is still highly recommended to provide some scaffolding and opportunities. Detailed understanding is essential and expected at the B2 level.
- Provide multiple opportunities and gradually guide students toward understanding that involves critical thinking.

Modelling the process:

1. Provide students with short oral documents from sound Educational Sources: TFO, TV5...
2. Students should move from the concrete to the abstract throughout the process.
3. The focus of the comprehension sources should be in the first instance to identify the facts, the audience and the tone of the document.
4. Gradually we should expect students to make inferences and make judgments about the content (i.e. impressions, judgment, viewpoint...)

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Ideally the audio or video source should not be too long (3 to 5 minutes) during a true competition. If the document is used to practice, a longer document is fine.

- ❖ Depending on the level of proficiency of our students, expectations for their comprehension will be different.
 - A1: In this category, students will essentially try to identify the basic facts of the audio document. Vocabulary recognition and understanding must be highly valued. Social context of the video or audio should be predictable and familiar to our learners. They should also be age appropriate as indicated by most curriculum documents across the country.
 - A2: In this category, students will identify the essential facts of the audio document. Vocabulary recognition and understanding must be highly valued. Students who possess a stronger control of vocabulary might be able to provide a general impression of the audio document. Social context of the video or audio should be predictable and familiar to our learners. The documents should be age appropriate as prescribed by most of the curriculum documents across the country.
 - B1: In this category, students try to identify the essential facts and the intent of the audio document. The recognition and understanding of the main ideas should be done without major efforts. Learners will be expected to provide impressions of the document and prepare a linear point of view. Learners will be expected to justify this point of view. The social context of the video or the document might be predictable or familiar but can also deal with a variety of contents that may spill over into the universal themes. The documents should be age appropriate as prescribed by most of the curriculum documents across the country.
 - B2: In this category, students try to identify the essential facts, details, nuances and the intent of the audio document. The recognition and understanding of the main ideas should be done without effort. Learners will be required to prepare a solid argument against the content presented in the audio text. We also expect an argument that is coherent and convincing. The social context of the video or the document must be perceived by our auditor and the contents explored will vary and

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spill over into the universal themes. The documents should be age appropriate as prescribed by most of the curriculum documents across the country.

Scaffolding:

Students will need to practice with various audio sources. Teachers will model the process as an activity for the whole class. Students will contribute to the process by providing ideas and reflection questions. Teachers will also provide examples of questions that could be used for the spontaneous part of oratory contest.

- Students will share their ideas in groups of 2, 4 or even bigger. When the learner demonstrates a greater sense of confidence, he or she ultimately will be asked to share his or her ideas with the whole class.

Finally, after clearly establishing the process, we ask the students to choose an audio or video source.

- the student will listen to the entire document
- the student will prepare an intervention, according to the CEFR level, in impromptu fashion
- the student will answer two questions

Selection of Audio Document	Preparation Time	Intervention	Interaction
A1	15 minutes (max)	1 minute	1 minute
A2	15 minutes (max)	2 minutes	2 minutes
B1	15 minutes (max)	3 minutes	3 minutes
B2	15 minutes (max)	5 minutes	5 minutes

Before participating in the *Concours*, students should have opportunities to present an oral intervention prompted by listening to an Oral Comprehension document. This could be done in class