



## CLASSROOM ACTIVITY 2 - PdG RÀDIO

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### OBJECTIVES

Improve prosody and oral expression in the Catalan language.

### TIME REQUIRED

12 hours or classroom sessions.

### NUMBER OF PEOPLE

25 students, divided into groups of 4 or 5 people.

### TECHNICAL REQUIREMENTS

- Audio Editor, Audacity. Download from Softcatalà:  
<http://www.softcatala.org/wiki/Rebot:Audacity>
- In order to share the audio files, we upload them to GoEar:  
<http://www.goeear.com/>
- Audacity User Tutorial:  
<http://plataformes.wikispaces.com/file/view/TutorialAudacity.pdf/175446759/Tutorial-Audacity.pdf>
- Computers and at least one microphone (or a computer with a microphone) in the classroom.
- Radio programmes: <https://www.ccma.cat/catrado/>  
<https://www.rac1.cat/>  
<https://www.rtve.es/alaharta/rne/radio-4/>.

### INSTRUCTIONS

1. During the first two sessions, the teacher presents the processes that students will have to put into practice to create a radio programme and shows some examples of real programmes to guide them. Students are divided into groups of 4 or 5 people. Each group will create its own radio programme and design it: that is, specify the sections that it will consist of and what the role of each team member will be. They also must think about how they will consider aspects of inclusion, that is, how they will

manage if a member of the group does not speak the language well enough.

2. In the next two sessions, students do oral language improvisation exercises in pairs that the teacher records. In this exercise, student A is a member of a scientific community, who speaks an invented language, using gestures to give meaning to sounds and student B has to interpret what A meant out loud. Subsequently, another listening exercise is done by the whole class group to find out what the good and bad aspects of their oral expression are. To do this, they must take into account elements such as speed, volume, articulation of sounds and linguistic correction.
3. In the next 6 sessions, each group writes the radio script in which they must include the contents of each section. Once written and revised, they read the essay aloud and make it their own, reciting from memory, without reading. They also learn how to use Audacity, guided by the teacher. Once they know how to use it, they start the recordings (if possible, in a small classroom with good acoustics). They then edit, amend and improve the audio until it is ready.
4. In the last 2 sessions, the audio files of the radio programmes prepared by each group are listened to and co-evaluated at the end of each one. To do this, speed, volume, articulation and linguistic correctness are taken into account. An open dialogue is initiated among students in the class and the teacher evaluates them based on the elements indicated above.

## **SELF-EVALUATION AND REFLECTION GUIDE**

- Do they interact using Catalan when reaching agreements within the group about what their radio programme will be like and what sections it will consist of?
- Do they develop oral competence in different interaction contexts with this activity?
- Do they practice and improve those phoneme sounds which are particularly difficult?
- Do they work on basic patterns of rhythm, intonation and stress in words and sentences?
- Do they use the appropriate register for the situation?
- Do they show a good level of vocabulary and a good use of morphosyntax in their interventions?

- Can they reproduce the text from memory without reading?
- Do they take speed, volume, articulation and linguistic correction into account?
- Do they do two pre-recording rehearsals?
- Do they record themselves successfully?
- Do they amend, enhance and edit the audio until it is ready and with good acoustics?
- Do they show an attitude of active listening and respect when they listen to the the rest of the class's audio?
- During group work, do they cooperate with each other and does the spokesperson summarise what has been said so far, thus contributing to the focus of the discussion?
- Do they express feelings and a sense of humour without offending during group interaction?
- Do they ask in Catalan to repeat what was said to them when they did not understand it?
- In the dialogue, do they respect speaking times: does the attitude of active listening prevail and do the people who take part in it argue their points of view?