

## ENHANCING ORAL PRACTICE IN MATHEMATICS CLASS

Luca Agostino, Université d'Evry - Val d'Essonne UEVE

### Short description of the Workshop Groups: organizers, aims and underlying ideas

#### 1. Presentation of the speaker

Luca Agostino:

Mathematics teacher in the secondary school, I work also as teacher trainer and prepare and follow the entering in the school system for young teacher. My research activity is developed in Université d'Evry - Val d'Essone and it is focused on the oral practices in the maths classes and on the international opening of the teacher training systems.

#### 2. Context

As more and more examinations evolve to become oral presentations instead of written papers, in a world where communication is the key to cooperation and progress, oral skills development are an issue that needs to be addressed as soon as possible – and not just in language classrooms. In mathematics, the domain requesting problem solving, the use of appropriate and technical language as well as step-by-step reasoning is compulsory but not inborn.

There is no surprise that mathematics teachers often feel frustrated by how to make students work on their oral skills during math class. (This is not about a pupil asking or answering a question, which is a recurring occurrence during class, managed and animated by the teacher.)

#### 3. Actions

Here are the workshop actions we would like to propose:

- *Educational walls* : we would like to share our experience of testing out the construction of mathematical reasoning by giving the students enough time to build complex argumentative sequences. In the french high school *La Plaine de Neauphle*, and in the *Taipei European School*, we use whiteboards to induce group work, enhance cooperative and oral skills through students debate.
- *Starting and ending rituals* : starting and endings of a class time are often the right time to bring the students to talk : whether it is to recap the last session or sum up this one, to correct homework or to answer a few questions in order to jog one's memory about last chapter, it can be an useful time if well managed.
- *Oral examinations* : running oral examinations instead of written ones will grow the students accustomed to talk in front of a crowd (or a at least a jury). The students being both speaker and listener, they will integrate the right attitude and rules of oral presentations, with the help of the teacher, who can present a first set of rules, which will be sharpened during the course of the year and the student's suggestions.

#### Planned structure:

Insert the planned structure of the workshop in the table below. You can insert rows if needed.

Planned timeline	Planned activity	Working format /Responsible person
10 min	<i>Starting and ending rituals</i>	Presentation, exchanges and debate
10 min	<i>Oral examinations</i>	Presentation, exchanges and debate

*Last names of the organizers*

<i>1h</i>	<i>Educational walls</i>	Group work and roleplay
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**Venue requirement:**

*Indicate the requirement of the venue capacity and facilities here.*

*It can be written in English or Chinese.*