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¡Hablemos con más fluidez! Increasing Oral Proficiency

Begona Caballero-Garcia
Wofford College, CaballeroGarciaMB@wofford.edu

Benjamin Green
Wofford College

Lindsay Knox
Broome High School

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High Impact Fellows Project Overview

Project Title, Course Name, Grade Level

*¡Hablemos con más fluidez!
Increasing Oral Proficiency
Spanish 3 and 4*

Team Members

Student(s): *Benjamin Green*

High School Teacher: *Lindsay Knox*

School: *Broome High School*

Wofford Faculty: *Dr. Caballero Garcia*

Department: *Spanish*

Brief Description of Project (<150 words)

Students that study a foreign language in high school generally graduate with a solid base in reading and writing the language; however, speaking it remains a struggle. This project was designed to develop a series of activities and a framework on which future activities can be based. The activities are meant to engage students and help them practice speaking so as to increase their oral proficiency. By doing such activities two or three times a week, students can become more accustomed to speaking a foreign language and will gain confidence. They will also have practice using vocabulary relevant to the exercises.

List of Materials Required and Costs, if Applicable

4-5 Oral Proficiency Interviews at \$65/each

AVD Project Outline

January 2013 – May 2013
Broome High School

¡Hablemos con más fluidez!
Increasing Oral Proficiency

Student Fellow: Ben Green
High School Teacher: Lindsay Knox
Wofford Faculty: Begoña Caballero-Garcia

Overview

The focus of this project is to improve oral proficiency of students enrolled in Level III Spanish. Students will improve oral proficiency through various methods such as role-playing, debates, memory games, and songs. The goal is that at the end of the semester, every student will reach the level “Novice High” in the Oral Proficiency Interview by the American Council of Teaching Foreign Languages (ACTFL) and will be more comfortable speaking Spanish in a relaxed setting. The final interviews will be compared to video recordings of interviews with the students at the beginning of the project in order to assess the effectiveness of the project. The project’s budget will include the cost of ~4 OPI tests on students.

Timeline

January 28 – February 1

The Wofford faculty member and student fellow will visit Ms. Knox’s classroom in order to determine each student’s current oral proficiency. Also, they will meet with the teacher to discuss their conclusions.

February 4 – March 1

In alignment with the topics covered in the student textbook, students will be expected to have a beginner-level conversation about their school schedule/classes and their family/family celebrations. This will be accomplished through activities and games that require students to speak. These activities are both adaptations of other games and original games. Examples are attached: “Dos verdades y una mentira” and “Más o menos”

March 4 – March 29

In alignment with the topics covered in the student textbook, students will be expected to have a beginner-level conversation about their work environment (current or future), as well as discuss how they find out about current news topics. Students will give short group presentations, using transcripts if necessary.

April 8 – April 19

In alignment with the topics covered in the student textbook, students will be expected to have a beginner-level conversation about health and emergency situations, as well as the weather (including natural disasters). Students will be given photos and should be able to speak about them for over one minute. They will be able to listen to their recordings and critique themselves.

April 22 – May 3

Students will be orally tested according to the standards of the American Council of Teaching Foreign Languages (ACTFL) to determine if they have reached the level “Novice High.”

Goals

The goal is for each student to reach the level “Novice High” in the Oral Proficiency Interview by the American Council of Teaching Foreign Languages (ACTFL). According to the ACTFL website (<http://www.actfl.org/sites/default/files/pdfs/ACTFLProficiencyGuidelines2012-Speaking.pdf>):

Speakers at the Novice High sublevel are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs. Novice High speakers respond to simple, direct questions or requests for information. They are also able to ask a few formulaic questions.

Texts

Humbach, Nancy & Velasco, Sylvia Madrigal. (2008). *¡Exprésate!* Austin, TX: Holt, Rinehart and Winston.

Standards

The following standards come from South Carolina:

- D 1.1-4 Exchange information on topics of personal interest.
- D 1.1-5 Express personal needs with details in expected situations.
- D 1.1-6 Express preferences, and opinions with supporting details.
- D 1.2-2 Use aural, visual, and context clues to derive meaning from authentic spoken and written materials.
- D 1.3-2 Use repetition, rephrasing and gestures to assist in communicating a message.

Curriculum Units

The students' limited speaking capabilities did not allow us to follow along with the units that were being explored in class. Instead, we focused on using the present tense in practicing speaking about the following:

1. Colors
2. Food
3. Clothing
4. Family
5. Human Body
6. School
7. Daily routine
8. Hobbies

¡Hablemos con más fluidez!

Increasing Oral Proficiency

Our Challenge

- Students leave high school able to read and write Spanish proficiently, but struggle to speak it.
 - Initial informal OPI
- Why?
 - Lack of practice
 - Lack of confidence
 - Other reasons?

Lack of Practice

- Hard to gauge improvement
 - Focus on grammar
- Large classes
- Hard to engage students
- Time-consuming

The lack of practice leads to a lack of confidence among students

How do we fix the problem?

- 10 student video interviews at the beginning of the semester
- Interview same students at the end of the project to show progress
- Create enjoyable activities for oral practice
- Do at least 2-3 activities per week

Before

- *There will be a video showing an interviews with students at the beginning of the semester.

After

- *There will be a video showing an interview with students at the end of the semester.

Sample Activities

- ◉ ¿Quién soy?
- ◉ Dos verdades y una mentira
- ◉ Más o menos
- ◉ Nunca he...

Flexibility & Response

- ◉ Not every activity will be a hit
 - Those that work in one classroom may not work in another
- ◉ Find what works for your specific group

Our Goals

- Use classroom time efficiently
- Make the activities enjoyable
- Make the activities easy to tailor
- Review vocabulary/Make exercises relevant
 - Relate activities to the textbook chapters and curriculum units

Does it work?

- Generally positive response from students; they are warming up to the exercises
 - A few remain disengaged
- Students appear more comfortable when speaking

What next?

- The activities will continue to be implemented over the next couple weeks
- Dr. Caballero-Garcia will test a select few students to take the OPI exam



ACTFL Proficiency Guidelines - Speaking

Superior

Advanced

ADVANCED HIGH
ADVANCED MID
ADVANCED LOW

Intermediate

INTERMEDIATE HIGH
INTERMEDIATE MID
INTERMEDIATE LOW

Novice

NOVICE HIGH
NOVICE MID
NOVICE LOW



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SUPERIOR

Speakers at the Superior level are able to communicate in the language with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from both concrete and abstract perspectives. They discuss their interests and special fields of competence, explain complex matters in detail, and provide lengthy and coherent narrations, all with ease, fluency, and accuracy. They explain their opinions on a number of topics of importance to them, such as social and political issues, and provide structured argument to support their opinions. They are able to construct and develop hypotheses to explore alternative possibilities. When appropriate, they use extended discourse without unnaturally lengthy hesitation to make their point, even when engaged in abstract elaborations. Such discourse, while coherent, may still be influenced by the Superior speakers' own language patterns, rather than those of the target language. Superior speakers command a variety of interactive and discourse strategies, such as turn-taking and separating main ideas from supporting information through the use of syntactic and lexical devices, as well as intonational features such as pitch, stress and tone. They demonstrate virtually no pattern of error in the use of basic structures. However, they may make sporadic errors, particularly in low-frequency structures and in some complex high-frequency structures more common to formal speech and writing. Such errors, if they do occur, do not distract the native interlocutor or interfere

with communication.

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ADVANCED

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ADVANCED HIGH

ADVANCED HIGH Speakers at the Advanced-High level perform all Advanced-level tasks with linguistic ease, confidence and competence. They are able to consistently explain in detail and narrate fully and accurately in all time frames. In addition, Advanced- High speakers handle the tasks pertaining to the Superior level but cannot sustain performance at that level across a variety of topics. They can provide a structured argument to support their opinions, and they may construct hypotheses, but patterns of error appear. They can discuss some topics abstractly, especially those relating to their particular interests and special fields of expertise, but in general, they are more comfortable discussing a variety of topics concretely. Advanced-High speakers may demonstrate a well-developed ability to compensate for an imperfect grasp of some forms or for limitations in, vocabulary by the confident use of communicative strategies, such as paraphrasing, circumlocution, and illustration. They use precise vocabulary and intonation to express meaning and often show great fluency and ease of speech. However when they are called on to perform the complex tasks associated with the Superior level over a variety of topics, their language, at times, breaks down or proves inadequate, or they may avoid the task altogether, for example, by resorting to simplification through the use of description or narration in place of argument or hypothesis.

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ADVANCED MID

ADVANCED MID Speakers at the Advanced-Mid level are able to handle with ease and confidence a large number of communicative tasks. They participate actively in most informal and some formal exchanges on a variety of concrete topics relating to work, school, home, and leisure activities, as well as to events of current, public, and personal interest or individual relevance. Advanced-Mid speakers demonstrate the ability to narrate and describe in all major time frames (past, present, and future) by providing a full account, with good control of aspect, as they adapt flexibly to the demands of the conversation. Narration and description tend to be combined and interwoven to relate relevant and supporting facts in connected, paragraph-length discourse. Advanced-Mid speakers can handle successfully and with relative ease the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar. Communicative strategies such as circumlocution or rephrasing are often employed for this purpose. The speech of Advanced-Mid speakers performing Advanced-level tasks is marked by substantial flow. Their vocabulary is fairly extensive although primarily generic in nature, except in the case of a particular area of specialization or interest. Dominant language discourse structures tend to recede, although discourse may still reflect the oral paragraph structure of their own language rather than that of the target language.

Advanced-Mid speakers contribute to conversations on a variety of familiar topics, dealt with concretely, with much accuracy, clarity and precision, and they convey their intended message without misrepresentation or confusion. They are readily understood by native speakers unaccustomed to dealing with non-natives. When called on to perform functions or handle topics associated with the Superior level, the quality and/or quantity of their speech will generally decline. Advanced-Mid speakers are, often able to state an opinion or cite conditions; however, they lack the ability to consistently provide a structured argument in extended discourse. Advanced-Mid speakers may use a number of delaying strategies, resort to narration, description, explanation or anecdote, or simply attempt to avoid the linguistic demands of Superior- level tasks.

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ADVANCED LOW

Speakers at the Advanced-Low level are able to handle a variety of communicative tasks, although somewhat haltingly at times. They participate actively in most informal and a limited number of formal conversations on activities related to school, home, and leisure activities and, to a lesser degree, those related to events of work, current, public, and personal interest or individual relevance. Advanced-Low speakers demonstrate the ability to narrate and describe in all major time frames (past, present and future) in paragraph length discourse, but control of aspect may be lacking at times. They can handle appropriately the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar, though at times their discourse may be minimal for the level and strained. Communicative strategies such as rephrasing and circumlocution may be employed in such instances. In their narrations and descriptions, they combine and link sentences into connected discourse of paragraph length. When pressed for a fuller account, they tend to grope and rely on minimal discourse. Their utterances are typically not longer than a single paragraph. Structure of the dominant language is still evident in the use of false cognates, literal translations, or the oral paragraph structure of the speaker's own language rather than that of the target language. While the language of Advanced-Low speakers may be marked by substantial, albeit irregular flow, it is typically somewhat strained and tentative, with noticeable self-correction and a certain grammatical roughness. The vocabulary of Advanced-Low speakers is primarily generic in nature. Advanced-Low speakers contribute to the conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion, and it can be understood by native speakers unaccustomed to dealing with non-natives, even though this may be achieved through repetition and restatement. When attempting to perform functions or handle topics associated with the Superior level, the linguistic quality and quantity of their speech will deteriorate significantly.

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INTERMEDIATE

[INTERMEDIATE HIGH](#)

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INTERMEDIATE HIGH

INTERMEDIATE HIGH Intermediate-High speakers are able to converse with ease and confidence when dealing with most routine tasks and social situations of the Intermediate level. They are able to handle successfully many uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, particular interests and areas of competence, though hesitation and errors may be evident. Intermediate-High speakers handle the tasks pertaining to the Advanced level, but they are unable to sustain performance at that level over a variety of topics. With some consistency, speakers at the Intermediate High level narrate and describe in major time frames using connected discourse of paragraph length. However, their performance of these Advanced-level tasks will exhibit one or more features of breakdown, such as the failure to maintain the narration or description semantically or syntactically in the appropriate major time frame, the disintegration of connected discourse, the misuse of cohesive devices, a reduction in breadth and appropriateness of vocabulary, the failure to successfully circumlocute, or a significant amount of hesitation. Intermediate-High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although the dominant language is still evident (e.g. use of code-switching, false cognates, literal translations, etc.), and gaps in communication may occur.

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INTERMEDIATE MID

Speakers at the Intermediate-Mid level are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture; these include personal information covering self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel and lodging. Intermediate-Mid speakers tend to function reactively, for example, by responding to direct questions or requests for information. However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution. Intermediate-Mid speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to make utterances of sentence length and some strings of sentences. Their speech may contain pauses, reformulations and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. Because of inaccuracies in their vocabulary and/or pronunciation and/or grammar and/or syntax, misunderstandings can occur, but Intermediate-Mid speakers are generally understood by sympathetic interlocutors accustomed to dealing with non-natives.

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INTERMEDIATE LOW

INTERMEDIATE LOW Speakers at the Intermediate-Low level are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target language culture. These topics relate to basic personal information covering, for example, self and

family, some daily activities and personal preferences, as well as to some immediate needs, such as ordering food and making simple purchases. At the Intermediate-Low level, speakers are primarily reactive and struggle to answer direct questions or requests for information, but they are also able to ask a few appropriate questions. Intermediate-Low speakers express personal meaning by combining and recombining into short statements what they know and what they hear from their interlocutors. Their utterances are often filled with hesitancy and inaccuracies as they search for appropriate linguistic forms and vocabulary while attempting to give form to the message. Their speech is characterized by frequent pauses, ineffective reformulations and self-corrections. Their pronunciation, vocabulary and syntax are strongly influenced by their first language but, in spite of frequent misunderstandings that require repetition or rephrasing, Intermediate-Low speakers can generally be understood by sympathetic interlocutors, particularly by those accustomed to dealing with non-natives.

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NOVICE

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NOVICE HIGH

NOVICE HIGH Speakers at the Novice-High level are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects and a limited number of activities, preferences and immediate needs. Novice-High speakers respond to simple, direct questions or requests for information; they are able to ask only a very few formulaic questions when asked to do so. Novice-High speakers are able to express personal meaning by relying heavily on learned phrases or recombinations of these and what they hear from their interlocutor. Their utterances, which consist mostly of short and sometimes incomplete sentences in the present, may be hesitant or inaccurate. On the other hand, since these utterances are frequently only expansions of learned material and stock phrases, they may sometimes appear surprisingly fluent and accurate. These speaker's first language may strongly influence their pronunciation, as well as their vocabulary and syntax when they attempt to personalize their utterances. Frequent misunderstandings may arise but, with repetition or rephrasing, Novice-High speakers can generally be understood by sympathetic interlocutors used to non-natives. When called on to handle simply a variety of topics and perform functions pertaining to the Intermediate level, a Novice- High speaker can sometimes respond in intelligible sentences, but will not be able to sustain sentence level discourse.

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NOVICE MID

NOVICE MID Speakers at the Novice-Mid level communicate minimally and with difficulty by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may utter only two or three words at a time or an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words. Because of hesitations, lack of vocabulary, inaccuracy, or failure to respond appropriately, Novice-Mid speakers may be understood with great difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics by performing functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

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NOVICE LOW

NOVICE LOW Speakers at the Novice-Low level have no real functional ability and, because of their pronunciation, they may be unintelligible. Given adequate time and familiar cues, they may be able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment. They are unable to perform functions or handle topics pertaining to the Intermediate level, and cannot therefore participate in a true conversational exchange.

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