

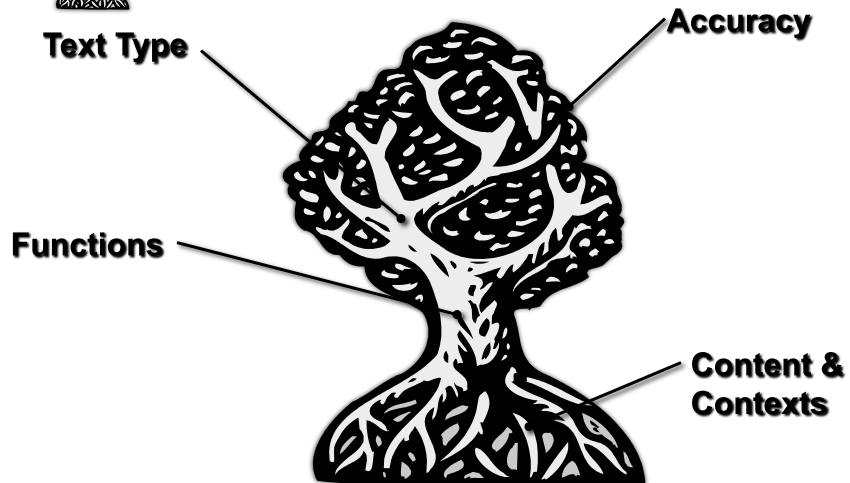
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EMPOWERING STUDENTS THROUGH PRE-SPEAKING

Chantal P. Thompson
Brigham Young University
chantal_thompson@byu.edu



ASSESSING PROFICIENCY





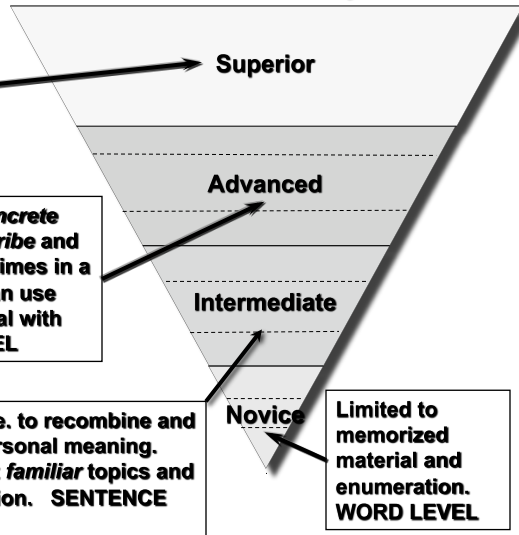
ASSESSING PROFICIENCY

ACTFL Proficiency Scale

Ability to handle all Advanced tasks + *support opinions, hypothesize, deal with abstract topics and unfamiliar situations. No patterns of errors.* EXTENDED DISCOURSE

Ability to *expand* on a variety of concrete topics. Can *explain, compare, describe and narrate* in present, past and future times in a context of *connected* discourse. Can use diverse language *strategies* and deal with *complications.* PARAGRAPH LEVEL

Ability to *create* with the language, i.e. to recombine and adapt learned material to express personal meaning. Can *ask and answer* questions about *familiar* topics and handle a *simple* situation or transaction. SENTENCE LEVEL



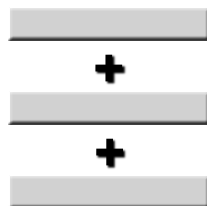
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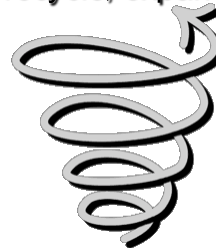
INSTRUCTIONAL IMPLICATIONS

Focus on what students can DO with the language: observable performance vs. assumed knowledge

Traditional approach
(block upon block)



Proficiency-oriented approach
(use, recycle, expand)



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Effective Question Types – Open ended

- ♦ Your sister is older than you?
- ♦ Who does the cooking?
- ♦ How many students are in that class?
- ♦ What is it like having an older sister?
- ♦ How do the household chores get done in your home?
- ♦ How do you manage so many students at the same time?



Effective Question Types – Target functions

- ♦ When did you start playing soccer?
- ♦ What did you do in Madrid?
- ♦ What were some of the influences and circumstances that led to your becoming a soccer player?
- ♦ Tell me about something unexpected that happened while you were in Madrid.



TEACHING AND LEARNING FOR VARIOUS DEGREES OF CONTROL

- Proficiency does not mean perfection, nor does it imply limitation of instruction to one level at a time.
- Instruction at each level should target certain functions for **full control**, others for **partial control**, and others simply for **conceptual control**.

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TEACHING AND TESTING FOR VARIOUS DEGREES OF CONTROL

Level	Function	Degree of control targeted	Implications for grading
Novice Mid	Listing clothing items to pack for a trip		
Novice High	Asking questions of visiting celebrity for newspaper article		
Intermediate Mid	Asking questions of visiting celebrity for newspaper article		
Intermediate Mid	Narrating in the past: memorable vacation		

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Challenges of Group Work: Seven Steps to Success

1. Define the task

Make sure students understand the specific responsibilities of each member of the group in the context of the task at hand. Set the ground rules: use the target language only; if you don't know a word, try to explain what you mean rather than resort to a book or dictionary; use what you have learned; mistakes and frustrations are to be expected, but so is satisfaction at being able to communicate in the language.

2. Pre-speaking

Pre-speaking makes all the difference!

See *Empowering Students Through Pre-Speaking*

3. Define follow-up responsibilities

Group work without follow-up is often useless. For students to remain on task, there needs to be a well-defined outcome that justifies the interaction, such as reporting on what the partner(s) said, summarizing conclusions reached by the group, or reporting on points they agree on or disagree about, with pertinent explanations.

4. Define the time and assign partners

Three to five minutes is usually enough for most simple small group activities. Change the make-up of the groups often as you assign partners.

5. Monitor group work

Walk around the room, noting *patterns* of errors, answering questions, and making sure students are staying on task—in the target language. Limit correction to errors that cause miscommunication. Do not provide vocabulary that students can circumlocute; remind them to find another way to get their message across.

6. Delayed correction with student input

After group work, go over the main mistakes you have heard, especially the ones related to the vocabulary and/or structures being practiced or recycled, and have students correct and explain them. It is important to do this before the follow-up phase, so that students may incorporate some of the corrections in their reports.

7. Meaningful follow-up

Be sure to allow time for at least some of the groups to present their results. Students in a large class will accept a random sampling of presenters, knowing that you have listened to them as you circulated, and that their turn will come. A supportive, non-competitive class atmosphere is crucial during presentations. Focus on content rather than form, encourage students to elaborate, and use reports as a springboard for whole-class discussion as appropriate. In the case of a role-play, no more than 2 or 3 groups should be asked to perform their role-play in front of the class. Plan on the follow-up to take about as much time as the group work itself.

Chantal P. Thompson
Brigham Young University

EMPOWERING STUDENTS THROUGH PRE-SPEAKING

Teacher Worksheet

COMMUNICATIVE TASK:
FUNCTION(S) being practiced:
STRUCTURES implicated:
VOCABULARY that students tend to forget or misuse:
PERTINENT TOOLS FOR ELABORATION (connectors, adjectives, etc)
FOLLOW-UP:

Classroom brainstorming

CONTENT	FORMS

Chantal_Thompson@byu.edu

PRACTICE:

Using this worksheet, fill-in the teacher's chart and anticipate classroom brainstorming for one (or each) of the following communicative tasks.

1. Compare eating habits in two cultures or environments that you know.
2. Your first day at your current school: tell the story, from beginning to end.
3. What will the world be like 20 years from now? Discuss what will be different and what is likely to be the same.

FROM INTERMEDIATE TO ADVANCED: WORKING ON TEXT TYPE

Moving from sentences and strings of sentences to connected discourse implies the ability to **articulate, organize and elaborate.**

Needed:

- Increased active vocabulary
- Mastery of basic grammar
- Connectors
- Practice giving details

A. Structured practice: sample activities

1. Fill-in the blanks with appropriate connectors.

L'abbaye de Thélème (Rabelais)
Complétez le résumé suivant en choisissant dans la liste les mots-liens qui conviennent. <i>Par exemple en effet donc ainsi et comme qui ce qui ce que par contre afin de/ pour ou c'est pour cette raison que</i>
À l'abbaye de Thélème, chacun fait _____ lui plaît. _____, si quelqu'un exprime le désir de manger _____ de dormir, il peut le faire. _____, il n'y a qu'une seule règle à suivre, celle de faire ce que l'on veut. _____, les gens s'y amusent tout en apprenant à faire toutes sortes de choses, _____ écrire, chanter, et coudre. Chacun est libre _____ vertueux ; _____ lorsqu'un chevalier doit partir, il épouse une des dames de l'abbaye _____ assurer un mariage heureux. _____, l'abbaye de Thélème est une communauté idéale : qui ne voudrait pas aller dans une école _____ offre à chacun une telle liberté ? _____, dans les écoles traditionnelles, les professeurs imposaient les cours _____ au lieu d'une « tête bien faite », ils valorisaient seulement « une tête bien pleine ».

2. Transform telegraphic-style sentences into paragraphs, adding connectors and using pronouns to avoid unnecessary repetitions.

Le Corbeau et le Renard (La Fontaine)
a. Narrative approach in chronological order Le renard se promène dans un bois/ Il sent quelque chose de bon/ Il lève la tête/ Il voit un corbeau perché sur un arbre/ Ce corbeau tient un fromage dans son bec... etc
b. Explanation approach C'est l'histoire d'un renard/ Ce renard a faim/ Il ne veut pas se fatiguer pour trouver à manger/ Il voit un corbeau dans un arbre/ Ce corbeau tient un fromage dans son bec/ Le renard est rusé/ Il pense tout de suite à un moyen d'obtenir ce fromage/ La flatterie marche toujours bien... etc.

B. Creative practice : sample instructions

1. Describe your room. For each item you mention, give at least two or three details, and of course, remember to connect your ideas.

Model : My bed is an ordinary single bed, but the quilt on it is not at all ordinary, for it was made by my grandmother a long time ago. It is a little worn now, and some of the colors have faded, but the memories attached to it give it a hidden beauty. Above the bed, on the wall,

2. Narration in the past. Relate what you did last Saturday. For each event or activity, give the circumstances and all the details !

Model : In the morning, I went to the library, not because it's my favorite place in the world, but because I had to do some research for a paper I'm working on. There were very few people at the library, it was very quiet, and for some reason, being in a quiet place alone gave me a sense of peace. After a stressful week, it was a great feeling...