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Teaching Speaking in the Foreign Language Classroom

**Amanda J. Smith
Presidential Scholars Senior Thesis
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Research on Teaching Speaking

Introduction

One of the most necessary skills for living in the twenty-first century is gaining the ability to know and use another language. In many areas of life, from business transactions to broadcasting television weather warnings, the demand for proficiency in a foreign language is growing. One of the most important skills to have in a foreign language is the ability to speak the language with native or non-native speakers of that language. A great number of foreign language learners most likely consider one of their primary language goals to be the ability to speak the language at a high level of proficiency. Thus, oral proficiency has become an important focus in the foreign language classroom.

Communication through speaking is a basic, all-around goal that allows a society to function effectively. When I first began to study Spanish, my main desire was to be able to speak Spanish with other Spanish-speakers. My classmates and I were all primarily concerned with oral communication either because it made us feel good to be able to demonstrate our foreign language skills, or because we knew it would be useful and necessary in travel or other career goals. Through my years of study, I have found that speaking is one of the most difficult skills to master when learning a foreign language.

According to Krashen's Monitor Theory, we only acquire language when we are exposed to "comprehensible input" (Hadley 2001 61). It seems sensible that the more frequently learners are exposed to a language, the quicker they will learn it. Furthermore, the more quality practice a learner is afforded for the new skill, the better they will become at that skill. Because of the limited amount of time that learners spend in the foreign language classroom and because of the difficulty of attaining speaking skills, it is vitally important that students receive adequate

language input and adequate speaking practice in the classroom in order to develop speaking skills.

Learners in a foreign language classroom are primarily exposed to four different communication skills: reading, writing, listening, and speaking. Of these four skills, speaking is generally regarded as the most difficult in which to attain proficiency due to its complex nature. Though each of the four language skills can be taught in conjunction with another of the skills, it is important to look at speaking here in isolation.

Speaking is defined by Anne Burns in her 1997 book, *Focus on Speaking*, as “an interactive process of constructing meaning that involves producing, receiving, and processing information” (14). In addition, it is a multi-level, hierarchical skill in which an individual must form and articulate thought processes under a wide range of conditions, suggests Bygate in his 2002 article entitled “Speaking”. The form of spoken language and the meaning of the utterance depend on the context in which speaking occurs. According to Florez 2003, this context may be considered the speakers themselves, their experiences, the surrounding environment, and the reasons for speaking. Speaking is always a skill that involves interaction with another person, whether the speaker is conversing with someone else or formally presenting information to listeners in a speech. Florez also states that speaking is not always predictable but is frequently “spontaneous, open-ended, and evolving” (1). Lazaraton 2001 and Grove 1999 state that speaking is the most demanding of the four language skills because of the variety of components involved. These components include things such as slang and idioms used in conversational speech, reduced forms of words and phrases, the pressure that can arise from interacting directly with another person and expressing a thought in real time, the spontaneous nature of speech, the sociolinguistics of the message, and the simultaneous demands imposed on the speaker.

Speaking as a skill

While speaking is a very necessary skill for daily communication between people, it is also a very complex process. Simply put, the process of speaking involves: 1) constructing a discourse plan to relay the speaker's intentions, 2) thinking through the specific message to be relayed, 3) forming the thought into grammatically correct utterances (a process that can be complicated and stressful due to the time constraints that accompany uttering a thought in the quick pace of conversation, explaining the difference between written and spoken language), 4) articulating the thought aloud using appropriate word choice for the situation and correct pronunciation, and 5) actively monitoring and correcting the spoken message (Bygate 29-32). Speakers must know how to produce specific and formulated parts of language such as grammar, pronunciation, and vocabulary, which is considered to be *linguistic competence*. Speakers must also understand the context in which they produce language and effectively exercise their linguistic competence when, why, and in what ways considered appropriate. This is *sociolinguistic competence* (Florez 1). Both of these competences are considered equally important: if a speaker lacks linguistic competence, his or her message of mixed up grammar and incorrect vocabulary may be misunderstood, and if a speaker lacks sociolinguistic competence, his or her message and its intentions may be misunderstood.

Certain skills that should be addressed while instructing speaking may include using grammar structures accurately, using correct suprasegmentals in the foreign language (stress, rhythm, tone, etc), using appropriate gestures and body language, and strategies for enhancing comprehensibility, among other things (Florez). Ultimately, speakers must be able to convey their message using intelligible words and phrases, and do so in a way that is appropriate to the discourse situation.

Teaching Speaking in the foreign language classroom

Methodology

Teaching speaking in the foreign language classroom is vital and at times, complicated. The methodology of foreign language teaching has changed a great deal through the 20th century, and though speech has been an integral part of language teaching in many historical methods, it was recently with the idea of communicative competence that speaking with the intent of true oral communication became important again. An important consideration to teaching speaking is what teaching approaches and activities best support the development of oral communication: how to teach the necessary skills for students to accurately produce speech forms (grammatical form, vocabulary, phonological patterns), and how to also enhance speaking fluency (Burns 1998 103).

Hadley tells us in her text that “communicative competence” arose in the 1970s and 1980s and is still an important foreign language teaching methodology today, and states that Hymes’ theory of communicative competence may be defined simply as the underlying structural knowledge of language and the ability to use this knowledge in actual communication. Communicative competence incorporates the ability of the student to possess skills not only for the form of a language, but to also be able to use the language for communicative purposes, thus making the ability to use language to communicate effectively within different social contexts a crucial part of communicative language teaching (Burns 1997 44). As described by Canale, communicative competence consists of four major components: grammatical, sociolinguistic, discourse, and strategic competence. *Grammatical competence* is the degree to which the speaker knows the rules of sentence structure, vocabulary, pronunciation, and spelling and thus contributes to the speaker’s fluency. *Sociolinguistic competence* is the extent to which the

speaker can use and understand the language appropriately in various contexts such as basic conversation, describing, narrating, persuading, and things similar. *Discourse competence* is the ability to coherently and cohesively connect words and phrases in order to convey knowledge and ideas, such as separating ideas, showing contrast, transitioning to a new topic, and indicating cause. *Strategic competence* is the ability to use communication strategies to help the speaker compensate for the specific things they do not know in a conversation, such as inferring the meaning of an unknown word based on surrounding context, or asking the other speaker to speak more slowly if not understood (Hadley 2001 and Savignon 2001).

Communicative language teaching integrates all four skills (reading, writing, listening, speaking) and emphasizes mainly the ability to use the language for communication purposes. The focus is put on the learner, and a diverse array of classroom activities can support the learner in learning how to *use* the language. The communicative curriculum, as stated by Savignon in her 2001 article “Communicative Language Teaching for the Twenty-First Century”, consists of five components: *Language analysis* concentrates on the forms of language syntax, morphology, lexicon, and phonology through familiar drill, translation, and “workbook” exercises. *Language experience* focuses on the use of English for immediate communicative goals. *Learner identity* focuses on the learners’ attitudes and motivations concerning the second language and explores self-expression in the new language. *Theater Arts* examines the sociocultural rules of communication appropriateness through role-play. *Beyond the Classroom* looks at the real-life situations in which learners will use the language outside of classroom instruction. This curriculum is just one example of how communicative competence takes shape in the classroom.

Underlying the theory of communicative competence are two basic ideas: *form* and *function*. Form, or accuracy, is the skill necessary to combine the speaker’s thoughts into correct

structure in the second language using the correct grammar, vocabulary, and so on. Function, or fluency, is natural language use in which the speakers successfully negotiate meaning (Burns 1998 104). The decision to teach form or function ultimately depends upon the needs of the learners and what they will be using the language for, but it is truly best to see form and function as complementary skills taught together (Burns 1997 14). Lazaraton suggests that it is important that foreign language teachers focus on both form and function in their instruction, integrate all four skill areas of language into instruction, and address the complexity of communication. Successful communication is the ultimate goal, and we can only speak what we know, therefore, teachers must encourage the development of all the skills necessary for students to communicate in many situations, and this includes instructing both form and function (VanPatten 70-71).

The Student

When considering the daunting array of situations in which students may find themselves needing to communicate in a second language, teachers must decide what to instruct the students and at what level. This concept makes it necessary for teachers to familiarize themselves with their students' goals and needs. It may be ultimately up to the teacher to choose what is taught in the foreign language classroom, but teachers should recognize the students' motivations for learning the second language.

Teachers can find out individual student goals and their purpose for taking a foreign language course through various means such as interviews, surveys, and individual and class discussions. Burns (1997) lists several important points to discover that include: student background and personal data such as age, their language background, previous language learning experiences, when and where they will use the foreign language, for what purpose, if they have opportunities to practice outside the classroom, and most importantly, why they are

taking the course and what they hope to learn in it. When the teacher knows and understands the students better, he or she will be able to teach information that is interesting and relevant to his or her students, preventing the mistake of, for instance, teaching medical vocabulary to a classroom of students enrolled in foreign language because they want to.

Especially in the communicative classroom, the role of the student is active and involved. An excellent way to learn a language is to practice it, because “speaking promotes speaking” (VanPatten 70). This is true of speaking practice in authentic situations, thus fostering the ability of students to use their language skills in real-life situations.

The Teacher

The role of the teacher in the foreign language classroom is a great responsibility, as in any other classroom. The teacher is responsible for the classroom atmosphere and setting positive attitudes toward learning the foreign language. Burns (1998) also states that there is a current trend toward a learner-centered classroom as opposed to a teacher-centered classroom, following theories such as Vygotsky’s Zone of Proximal Development. The teacher is responsible for providing students with enough input and support so as to both develop and challenge their skills. The role of the teacher is a complex one in which the teacher must find a balance between instruction, guidance, feedback, and support for the students as they develop oral skills.

When considering the development of oral skills and the role of the teacher, it can seem rather basic. Speaking is the main means of communication in any classroom, thus it is inevitable that the teacher will be providing students with adequate input, provided that the input is in the target language, and is appropriate to the students’ level. If a teacher’s main goal is to foster communication, he or she should be sure to place an ample focus on the students, and

create a classroom atmosphere with a great deal of oral communication to further the development of their skills. In this case, also, “speaking promotes speaking”, as oral communication in the target language performed by the teacher will encourage students to speak in the target language themselves. A classroom in which there is little or no speaking in the target language by the teacher will most likely not be conducive and encouraging for target language speech by the students. The teacher must make a strong foundation for speaking very early in language learning; “teacher talk” is very important in the development of a student’s oral skills (Grove 820). The relationship between teacher talk and student talk is a direct one, and it must be stressed that students need constant access to comprehensible input. The teacher must not only instruct students how to speak, he or she must also be consistent and persistent in modeling the skill.

An inevitable issue that will arise when teaching speaking is that of pronunciation. Pronunciation is a skill necessary at the most basic level of oral communication, because if one fails to correctly pronounce a certain word, their speech may be misconstrued as another word, or misunderstood completely. Goodwin in her 2001 article, “Teaching Pronunciation” lists six communicative abilities related to pronunciation: prominence, topic management, information status, turn taking, social meanings, and degree of involvement (118). Both segmental (consonant and vowel sounds) and suprasegmental (tone, pitch, intonation, rhythm, etcetera) aspects of pronunciation are important. Often in foreign languages there are tonal and pitch differences that carry vital linguistic and cultural meanings, and can often affect the meaning of a message.

Students learning how to speak in a foreign language must be aware of the importance of pronunciation in their speech. Pronunciation is something that can be practiced each time that

students speak for whatever purpose, and can also be the explicit focus of speaking exercises. Goodwin also discusses a communicative framework for teaching pronunciation that includes controlled practice, which focuses on form such as sounds and sound patterns, guided practice, which begins to incorporate activities and focus on communication, and communicative practice, which focuses completely on communication and should be the ultimate goal of the learner (124). There are a wide variety of activities that can be used to enhance a student's pronunciation skills, and these activities also ultimately help develop communicative speech. While the topic of pronunciation is one that can be explored extensively in itself, it is important here to remember that good oral communication depends heavily on solid pronunciation skills, thus pronunciation should be a constant underlying focus when teaching speaking.

There are a variety of different situations in which anyone who communicates orally will find himself or herself. Burns (1998) highlights these different communication genres, which include casual, polite, or formal interpersonal conversations, and factual or transactional pragmatic encounters (109). There are also other kinds of speech such as formal presentations. Just as there are such a wide variety of situations in which we can find ourselves speaking, there must be a variety of activity types for students learning a foreign language to practice these skills. Teachers must alert students to the different genres of speech, and be certain to practice these different oral communication genres, such as formal exchanges, conversational exchanges, and critical discourse (111). Students learning how to speak should be exposed to different practice situations involving: informal and formal conversations including telephone conversations, persuasion, arguing for or against a point, formal speeches, and all types of situations in which people talk. Different types of activities that can be used in the classroom for developing oral skills will be discussed in detail later.

While spoken language is often the dominant form of communication in social contexts and should be practiced in isolation, it is also relevant to integrate speaking activities with other skill areas such as writing. As Burns (1997) states, there are many social contexts in which spoken and written language will intertwine with each other, and often work together to form the meaning of the social interaction. In many instances, all four language skills (reading, writing, listening, and speaking) will be necessary. For example, the four skills are used in the process of looking up a telephone number (reading), writing the number on a notepad (writing), calling the number and requesting information (speaking), hearing the response (listening), writing down the received information (writing), and referring to the information later (reading) (Burns 122). All four skills can be easily integrated into instruction and practice and often happen without intention. In fact, it could be more difficult at times to design an activity that focuses entirely on speaking, leaving out any steps involving listening, reading, or writing. Each skill is also an active one that must be practiced. Since real-life situations involve the use of all four communication skills, oral communication must also be practiced with the other skill areas, especially considering that our main focus is authentic communication.

How much and what types of practice to give students in speaking is something that varies widely from teacher to teacher, and is fundamental in the development of solid oral communication skills. Speaking is a difficult and daunting skill to master, and it is a given that students need to practice it. Learners need practice with a variety of activities, and extensive authentic practice is available first through classroom participation in peer and teacher interactions, class discussions, and the like (Lazaraton 105). Some theorists, however, would disagree with students needing to practice speaking to a great extent to develop oral communication skills. For example, Grove states in his 1999 article the advantages to not

speaking which include cognitive, affective, and communicative reasons such as students speaking when they feel confident with their mental store of knowledge, and feel comfortable speaking, much like how children learning their first language are not forced to speak, but do so when they are ready (818). When considering important oral communication factors such as pronunciation, which cannot be learned without doing it, it appears to be important to encourage students to practice speaking. In general, students will be most comfortable and most successful if they are engaged in speaking activities that are limited to their present knowledge of grammar and vocabulary, but should also be gently challenged to expand their speaking abilities (Hadley 236). Speaking practice should occur as frequently as possible, because of its status as the dominant form of communication. The difficulty level of practice should coincide with the knowledge and comfort levels of the students, but should also challenge them.

Speaking practice should be structured and simple at early levels of foreign language learning. For example, beginning learners can practice speaking through simple question/answer exchanges, naming objects, people, places, or stating simple sentences in mini-speeches. Middle level learners can participate in speaking activities that include detailed descriptions of people, places, or events, scripted role-plays, and brief impromptu exchanges. High-level learners should be able to use oral persuasion skills, tell original stories, and state opinions. As with any skill, structure speaking practice to be appropriate for the learners. Oral communication activities should be utilized throughout foreign language instruction, should be carefully planned to be appropriate for all students, and should be conducive to students' communicating their own thoughts, ideas and knowledge, not formulized and automatic responses.

Basic speaking tasks in the classroom can be very instrumental in development of oral skills and can be categorized into: imitative (repetition and drills), intensive (drills focusing on a

specific point), responsive (short answers to questions or comments), transactional (dialogues, role-plays), interpersonal (interviews, casual social conversations), and extensive (speeches, oral reports) (Florez 3). Encouraging speaking practice in the classroom can be easy for the teacher to monitor, but encouraging speaking practice outside of the brief classroom time is the challenge. There are some ways that teachers can encourage speaking practice outside of class, such as oral journals on cassette tape or interviews with a speaker of the foreign language, but the best time for speaking practice is in class with the teacher and a comfortable, authentic classroom environment in which students can be given feedback.

Correction and feedback are important when learning any language skill, but with speaking these issues can be treated somewhat differently. When a student is speaking, immediate error correction should be avoided because it most likely interrupts the communication that is going on (Lazaraton 110). Errors in speech should be noted by the teacher and addressed at a separate time, so as to not interrupt the student's speech or to cause a negative environment by public correction in the classroom. Hadley highlights studies done on error correction, such as one done by Walker in 1973 that showed that students feel as though their confidence is destroyed with intervention and error correction, but also one done by Schulz in 1996 which found that 90% of students surveyed stated that they would like to have spoken errors corrected (267). It is reasonable to expect that opinions on error correction will differ from class to class. Error correction is necessary when learning any skill, and many students will likely appreciate error correction after they have completed a speaking activity. However, speaking is an intimidating task and a student could likely be deterred from speaking practice in any form if there is extensive error correction over minor details after they speak. Teachers should remember that the main goal of oral communication is *communication*, not necessarily for

the student to speak with perpetually perfect grammar. Grading rubrics for role-plays, and teacher evaluation forms for oral communication in class are helpful for documenting speech errors and giving feedback on a private scale to each student.

Hadley states that there are a variety of ways that a teacher can provide feedback to students, and six types of feedback were identified by Lyster and Ranta (1997) and include: *explicit correction*, *recasts* (teacher's rephrasing of utterance to eliminate errors), *clarification requests* (teacher indicates they didn't understand and student should repeat), *metalinguistic feedback* (commenting on form of utterance without explicit correction), *elicitation* (asking students subtly to repeat utterance correctly), and *repetition* (teacher repeats incorrect utterance with emphasis on error so student will self-correct) (268). Other studies highlighted show that recasting is an effective feedback technique (Hadley). Regardless of the form of feedback and error correction that are used, teachers should strive to create a classroom atmosphere in which errors are accepted as a part of learning how to speak and feedback is a positive and helpful tool for learning.

Assessment

Though the ultimate assessment of a student's speaking ability is for them to effectively use their skills to communicate in any given real-life situation, teachers must do other types of assessment outside of feedback and error correction within the confines of the classroom. Burns (1998) states that when teachers assess spoken language, they are interested in how well the students have learned what they have been taught, and how well the students will be able to use their learned skills in social situations. There are various types of classroom assessments. For predicting future performance, there are placement and proficiency exams, which assess the level of the speaker. Most useful in the classroom are exams that assess ongoing performance such as

diagnostic tests, which identify the strengths and weaknesses of a student, formative tests, which inform the teacher of the student's progress, and achievement and summative assessments, which show what the student has learned.

When considering speaking, oral assessment is the obvious choice of testing. Two kinds of oral assessment include large-scale oral assessments, such as those necessary for college entrance, and classroom performance (Lazaraton 11). Students can also be involved in assessment, as the students can participate in self-monitoring assessments such as tape-recording themselves speaking and analyzing their own speech. In the classroom, the form of assessment is determined by the teacher and should reflect what has been taught to the students and practiced. Grove discusses the importance of teachers assuring the appropriate output of their students, saying that expectations for output should be level appropriate, and that students should be given sufficient input (instruction, examples, feedback, etc) on which to be assessed. Grove suggests that students should be held accountable for their output, and be tested in situations that truly require oral communication, because the language classroom approximates ideal circumstances for communication, and students who will be using this skill in the real world need to be instructed and tested as such.

An important large-scale assessment test used in foreign language teaching is the Oral Proficiency Interview (OPI) administered by the American Council on the Teaching of Foreign Languages (ACTFL). It consists of a 10- to 30-minute oral interview to assess a speaker's oral competence. The OPI is conducted and rated by an ACTFL certified proficiency tester who conducts and tape-records each interview, which is then rated, by one or more certified testers who assign the OPI rating level. The results of the speaker's proficiency are defined at ten levels ranging from Superior to Novice Low. The *ACTFL Proficiency Guidelines* measure and define

language ability in the four skill areas, and the skills necessary for each level are described in detail. The levels of proficiency are distinguished by: global tasks/functions, context/content, accuracy, and text type. Hadley states that the guidelines are descriptions of typical competencies and weaknesses that are common at each level, and can be helpful to teachers at many levels when determining the abilities of students before and after instruction.

Conclusion

In my foreign language classroom, I hope to someday successfully incorporate many of these ideas and strategies for teaching speaking. I believe that Communicative Competence is a strong and effective method to follow and I foresee my future language classroom incorporating the various components of this methodology. I also believe in the viewpoints of errors being a natural by-product of learning a foreign language and that not every error should be corrected. I think that the methods for error correction I have researched will be effective when it is necessary to correct errors, such as Lyster and Ranta's list from their 1997 article that listed six types of feedback. Also, understanding the responsibilities as a teacher and knowing how to create a positive classroom environment with my students are also areas in which I have gained valuable knowledge. Through my years of studying and using a foreign language, I have come to see the importance of verbal communication in daily and diverse situations. The most difficult thing about studying a foreign language in a country that does not speak that language, is that speaking practice is often very limited to the classroom in which students spend approximately one hour for five days a week. Speaking is a skill that improves with practice, and this is not always easily accomplished. I hope to put a great emphasis on speaking in my foreign language classroom, and develop my students' abilities to communicate effectively. In order to do this, based on my research, I have generated a curriculum of over 40 diverse and engaging speaking

activities for a high school Spanish classroom focusing on both form and function, and I know that these activities and many other similar ones will be used extensively to foster oral communication in my future classroom. The activity list and an assessment of the implementation in a high school classroom of a few of the activities follow.

Curriculum of Speaking Activities

ACTIVITIES FOR INSTRUCTION

- *Spanish catch-phrase* 4-5 students 10-15 minutes -Smith
 - Teacher prepares game by writing one word on a small index card. Do this with several cards.
 - Words should be level-appropriate (car, apple, friend, mom, and the like for beginners)
 - Each group gets a stack of about 20 cards with words on them.
 - At the start of the timer, one person looks at the top card and has to describe the word without saying the actual word, or any part of the word.
 - After a correct guess, the first student passes the stack and the second student looks at the next card and describes this word.
 - The group that has the most words completed when the timer is finished (use a regular game timer, or a kitchen timer set for 2 or 3 minutes) wins! Or, if not using a timer, the group who finishes first wins!
 - Great way to practice circumlocution for current vocabulary words.
- *Group crossword* 4 students 5-10 minutes -Hadley
 - Each student receives a card and the group receives a blank crossword grid.
 - The card has four to five words on it, and an indication of their number and direction on the puzzle grid.
 - Students will take turns describing the words on their card through descriptions, definitions, and paraphrasing, but without using the word itself.
 - As students figure out each word, they fill in the crossword puzzle.
- *Daily dialogue contest* 4-5 students 5 minutes -Huber
 - Use as an alternative to the daily beginning-of-class conversations.
 - Put students in groups.
 - After students are in groups, ask each group a question, building on current vocabulary: How are you today? Where are you from? What color is my shirt? What time is it? What day of the week is it?
 - Any student in the group may respond, but if no one answers correctly, the teacher moves to the next group.
 - The group with the most correct answers at the end wins a special privilege for the day.
- *Hot Seat* one student 5 minutes - Scarcella 1992
 - Use as an alternative to the daily beginning-of-class conversations.
 - One student volunteers or is chosen (all students will eventually participate) to come to the front of the room or to participate from his or her seat.
 - The rest of the class interviews the student for 3 or 4 minutes on a topic such as a trip, an event, or other events in the student's life.
 - The audience receives participation points for asking questions and the interviewee receives credit for his or her turn in the front of the room.

- *Real-life encounters* entire class/pairs 1-2 class periods -Burns
 - Choose a common setting such as a supermarket, a post office, a restaurant, coordinate the setting with the current unit of instruction.
 - Provide class with basic vocabulary necessary for this setting.
 - Have a class discussion (in Spanish) on what types of phrases need to be used in this setting, and keep a list (How much does that cost? Where is the butter?).
 - Write a list of responses that the other person will make that need to be listened for (It cost...).
 - From the lists, have the class create a skeleton dialogue for the setting and practice it in pairs.
 - Give one student information for the customer (shopping list) and the second student the clerk information (price list) and have them use the skeleton dialogue using this specific information.
 - Finally, have students do a brief role-play in front of the class without using notes or prompts.

- *To be the teacher* 3-4 students 1-3 class periods -Smith
 - Give students 2-3 school days to prepare in groups.
 - Assign each group part of a grammar, vocabulary, or cultural lesson.
 - Groups must learn the material and present it to their peers, including an explanation, practice, and assessment.

- *Spanish Hour* Entire class teacher-determined amount of time -Smith
 - Devote a certain number of hours (or half hours, depending on block or regular scheduling) to be times during which only Spanish may be spoken for 100% of classroom discussions.
 - Students get three “whoops” of speaking English, then points are taken away for the following English utterances.
 - If students go the entire time period without speaking English, they can be awarded full daily participation points, extra credit points, or free homework passes, etc.

- *The Vocabulary Dialogues* Pairs 1 class period -Smith
 - From the list of vocabulary for the current lesson/unit, give each pair of students one (or two, depending on length of list and size of class) vocabulary word(s).
 - Students have one class period to prepare a short presentation (2-3 min) explaining the new vocabulary word to the rest of the class.
 - Students may: act out the word, bring pictures in, do a demonstration
 - Students may not simply give the English word equivalent.
 - The presentation must conclude with the word(s) used in a sentence.
 - After each group presents, the class will write a paragraph using each of the new vocabulary words in an original sentence.

ACTIVITIES FOR GROUP/INDIVIDUAL PRACTICE

- *Desert Island* Discussion for 3-4 students 10-15 minute activity -Lazaraton
 - Students are given a list of 10 possible candidates (celebrities, local faces, etc) who are on a ship together.
 - Students must choose 5 of these candidates to be survivors of a shipwreck and start a new civilization.
 - Students must state why they chose these people, and describe what their new civilization would be like.
 - Each group will present their 5 choices to the class and argue for them if other groups disagree.
- *What's your advice?* Pairs 5 minutes -Hadley
 - Give each pair a large list of things to do or to not do in a certain context (at a hotel, at school, at a guest's home, at a restaurant).
 - Students must take turns giving advice to the other student, making the items of the list into affirmative or negative sentences according to their opinion.
 - Use to practice commands!
- *Dinner Party* Discussion for 6-8 students 10-15 minute -Lazaraton
 - Students are given a slip of paper with a new identity and must commit their new personality to memory (shoe salesman and Cinderella, football coach and player, Sonny and Cher, etc).
 - By interacting and discussing with other members of their group, students will try and find their partner without directly saying their own identity.
 - When all students in each group have found their partner, they must present themselves as a couple to the class, introducing each other.
- *If I were....* Pair Conversation 5 minutes -Lazaraton
 - Each student in the pair must complete the phrase: "If I were a _____, I would be a _____ because....".
 - The teacher will provide a variety of topics for the first blank (animal, food, car, item of clothing, shoe, CD, movie, etc.).
 - Students must continue discussing until time is up.
 - Great practice for the subjunctive.
- *Conversation cards* Pairs or trios 5-10 minutes -Hadley
 - Give each pair or trio a set of two cards, written in English:
CARD 1
Ask your partner...
 - Where he/she plans to vacation this summer
 - Whom will he/she go with
 - How long he/she will be goneCARD 2
Ask your partner...
 - If he/she would like to travel to a Spanish-speaking country one day

- Which country he/she would prefer to see and why
 - What historical things he/she would like to see there
 - The pair will converse using this guide (the third person will be the grammar monitor, and the group can then switch).
- *What would you do?* 2-3 students 10-15 minutes -Hadley
 - Each group receives an index card with a different imaginary situation (you are elected President of the United States, you win the lottery, you are suddenly the teacher of your Spanish class, your principal is Jennifer Lopez, etc).
 - Each group gets 1-2 minutes to discuss what they would do in this situation and come up with several ideas.
 - The groups will present their ideas to the class, and the teacher will ask the rest of the class what they would do in that situation.
 - If each group receives the same imaginary situation, the class can vote on the most creative response.
 - This can be used to practice conditional and subjunctive verbs, or students can discuss in the indicative form.
- *Find someone who...* Entire class 5 minutes -Lazaraton
 - Give students a sheet of paper with a list of habits or characteristics (has 2 brothers, has a tattoo, rides horses, etc).
 - Students must go around and ask each other, "Do you...?" until their sheet is filled
 - This is a good beginning of the year/ice-breaker activity.
- *Voting* entire class 15 – 20 minutes -Scarcella 1992
 - Hang big signs around the room with a general conversation topic written on them, such as Politics, Religion, Recreation, Love, School, Family, Friendship, Work, etc.
 - Have students go stand by the sign that represents their most favorite conversation topic.
 - Then have students go stand by the sign that represents their least favorite conversation topic.
 - Once students have seen the interests of their classmates, distribute colored markers and have students write one comment on their most favorite topic and their least favorite topic. Give time for all students to have a chance to write and to read the other comments.
 - Ask students has a whole to comment on how they felt doing the activity, how they decided what to write, and what they noted about their classmate's interests.
 - If time allows, students may get into small groups to discuss comments on the sheets that they did or didn't agree with.
- *Questions* 4-5 students 5 minutes -Hadley
 - The teacher gives each group a worksheet with three columns: one of various people (a general, a teacher, a scuba diver, a pilot), one of items (a hammer, a hamburger, a CD, a video game), and the final one of other groupings of items (a jewelry box, a refrigerator, a dresser drawer, the trunk of a car).
 - Students create questions by combining elements from the three columns or by drawing three numbers, creating questions such as, "Why did the scuba diver put the hamburger in

the trunk of her car?”, following the question format of “Why did the ...put a/n... in his/her/the....?”.

- Students in the group will then create a reasonable explanation to answer the question.

- *Finish my sentence* 4-5 students 10-15 minutes -Smith
 - The teacher gives each group the same word to begin their sentences and sets a 60 second timer.
 - The first person in the group says another word that will logically follow the starter word, the next student will say another word, and so on as the group creates a sentence.
 - One person in the group will be the recorder, and will write down the sentence as it is said.
 - At the end of the round, the recorder will repeat their sentence to the class and points will be scored for the longest, most grammatically correct sentence.
 - For the next round, the recorder will be a different student.
- *Happily Ever After* Pairs 1 class period -Smith
 - Students will listen to the teacher read a Spanish children’s book or chapter of a book aloud.
 - In pairs, students will create a new story by changing the original story in some way, such as telling the story from the point of view of a different character, changing the setting, changing the ending, etc.
 - The new story will be presented to the class with minimal notes.
- *Grid* Pairs 20-30 minutes -Scarcella 1992
 - Each pair of students has two game board grids made up of squares arranged in four columns and six rows.
 - Each student then gets a set of small cards (each set is the same) of pictures or sketches. The cards fit into the grid squares.
 - The first student arranges the cards on the grid in any fashion, without letting his or her partner see the pattern.
 - The first student must then give directions to the second student about where to place the cards on the grid to match the first one. They may use the Spanish word for the object or describe or explain the object but not use the native language equivalent.
 - Students then compare grids to see how accurate the directions were, and students switch roles.
- *The Same Wavelength* Pairs 15-20 minutes -Smith
 - The teacher gives each pair a simple picture; a cartoon or a coloring book drawing.
 - Student 1 must describe the picture to their partner in Spanish, without the partner seeing the picture.
 - Student 2 must draw the picture as it is described.
 - Students may switch roles with a different picture.
 - The pair that wins is the pair that has reproduced drawings that most closely match the original pictures.

- *?Dónde está el pavo pequeño?* Entire class 15-20 minutes -Smith
 - The teacher hides a fun object in the room (a small toy or the like) while a student waits in the hallway.
 - The other students in the class must direct the student to find where the toy is hidden, using direction words and other descriptions.
 - The student who gives the final clue to the seeking student then becomes the seeker.

- *Telephone partners* Pairs -Smith
 - The teacher assigns partners to everyone in the class.
 - Once each week, the partners must call each other on the telephone and talk for 5 –10 minutes in Spanish about a topic assigned in class that day (i.e. weekend activities, favorite sports team, etc.).
 - The next day in class students will report to their peers how the conversation went.
 - Note: this can only be done with full knowledge that all students have access to a telephone. If students do not have the conversation in Spanish, partners have been chosen so that even when speaking in English, students will build a positive relationship with their peers and increase the positive atmosphere of the classroom.

- *Socio-drama* Entire class -1 class period -Scarcella
 - The teacher introduces the activity and stimulates interest.
 - The teacher briefly presents new vocabulary and grammar that may be needed.
 - The teacher introduces a typical, every day problem such as a friend problem (I don't want to go to the big party with my friend but I don't know how to tell him), work problem (My boss makes me work too many hours), school problem (I have a big group project to do and I'm doing all the work), etc. that relate to high schoolers.
 - The class discusses the problem and students relate to it. The teacher selects students to play roles of people involved in the problem (boss, friend, teacher, etc).
 - Students in the audience are given specific tasks as they watch the role play, such as determining why the conflict is or is not being resolved by their peers in the role play.
 - Students who are role-playing are given a few minutes to prepare, then act out the ending of the problem scenario.
 - The class discusses the solution the first group came up with and talks about additional solutions.
 - A second group acts out a different solution to the problem (this can be repeated as necessary).
 - The teacher leads a discussion summarizing the activity and what solutions worked, did not work, and why.
 - Students may do a follow-up activity of a writing exercise, an extended discussion, etc.

- *Map it out* Entire class 20-30 minutes -Smith
 - Enlarge a map of a Spanish city or a local map of where students live to use on the overhead.
 - Create short scenarios for students (there is a birthday party at Joe's house, you want to visit your friend Alicia where she works at the grocery store) or have students create their own scenarios.

- Students must verbally give directions to each other from one place to another on the map.

ACTIVITIES FOR HOMEWORK

- *Interview a native speaker* Individual -Lazaraton
 - Students will write (individually or as a class) questions they wish to ask a native speaker.
 - Outside of class, they will interview the speaker in Spanish, taping the interview.
 - Students will summarize their interview and what they learned, and present this briefly and orally to the class, and hand in a written copy.
 - If students cannot arrange an interview with a native speaker, the teacher will help them make local connections.
- *Oral Dialogue Journals* Individual -Lazaraton
 - Students will bring their own cassette tape to class.
 - Either during class time or as homework, students will privately record themselves talking for 1-2 minutes on tape on a teacher-dictated basis.
 - The teacher will provide a topic for each taping session.
 - The teacher listens to the tapes, and records feedback and corrections before handing back to student.
- *Strangers* Individual or pairs -Smith
 - Students are to go to a community place (grocery store, mall, convenience store, etc.) and listen for Spanish speakers.
 - The student or pair must strike up a polite, everyday conversation (weather, the place, upcoming major event, world events) with the stranger in Spanish, then introduce themselves and explain the purpose of the encounter.
 - Students will report back to class on their encounter in a brief presentation, or invite a fellow classmate (or their partner) to re-enact the scene.
- *Spanish in our daily world* Individual -Smith
 - Students must find two examples of Spanish in their daily lives in two different areas: Media (radio, television, billboard advertisements, newspaper advertisements, etc.) and Print (cereal boxes, packaging, mail, etc.).
 - Students must bring the item to class (print) or record it (if possible for media).
 - Students will give a brief presentation on the Spanish language use they found and include: a translation of the item, ad, etc., their conjecture of why this is in Spanish, who the ad is targeting and why, and if they think this is a good idea or not.

ACTIVITIES FOR GROUP/INDIVIDUAL PRESENTATIONS

- *Impromptu Speech* Individual 15-20 minutes -Lazaraton

- Each student will draw a topic out of a hat (basketball, cars, shopping, George Washington, dictionaries, our principal, etc).
 - They must go in front of the class without preparation and say as much as possible about the topic in the allotted time.
 - Time for speech may be 30, 45, or 60 seconds.
 - If the teacher does this frequently, times can increase as the year goes on and topics can get more complicated (describe how a camera works, describe new music recording technology, etc).
 - Use this opportunity to teach hesitation markers in Spanish, such as *eh*, *aah*, etc.
- “*Las Charlas*” Individual 5 minutes -Borden
 - At the beginning of the hour, two students will stand up in front of the classroom.
 - One at a time, they will talk for 60 seconds about a topic that the teacher tells them (different for each student) on the spot.
 - Topics may be things such as you, your hometown, your favorite food, the future, etc. or may be chosen from the current grammar/vocabulary/culture lesson.
 - After the 60 second speech, four members of the class must ask the speaker questions in regards to their speech, and the speaker must answer the questions.
 - The two daily speakers and eight (four for each speaker) question-askers will be rotated regularly on a schedule set up by the teacher.
- *Instructional Speech* Individual or pair 3-4 class periods -Lazaraton
 - Students will be given 2-3 days to prepare an instructional speech.
 - Student must instruct class how to do something simple, such as:
 1. Pon el dedo en la nariz
 2. Este en un pie
 3. Brinca tres veces
 4. Grita su nombre una vez
 - Speech should last approximately 45 to 60 seconds.
 - Use this opportunity to teach commands in the *tu* or *Ud.* Form.
- *Prepared Role Play* Pair or group 6-7 class periods (outside work) -Lazaraton
 - Assign students to groups of 2-5 students, or let them chose their own groups.
 - Give them approximately 5 school days to prepare a role-play, and allow some class-preparation time.
 - Topics for role plays may include:
 - Act out a scene from a popular movie or sitcom
 - Act out an amazing event from recent high school or professional sporting event
 - Act out an excerpt from a popular children’s story
 - Have students write their own based on recent classroom grammar or cultural lessons
 - Role plays may last from 2 minutes to 10 minutes depending on topic and vary from common situations (traveling) to higher level conflict (returning a defective product) depending on student level.
- *Children’s books come alive* group 2-3 class periods - Savignon 1992

- In groups, have students read a children's book together. Books may be favorites from the students' childhood or may be Spanish children's books from the library or provided by the teacher.
- After time in and outside of class to prepare, students will act out their children's book for the class.
- The presentation must last 5 – 8 minutes and must include props and direct quotes (translated if from English) from the book.

ACTIVITIES FOR PRONUNCIATION

- *Songs* Entire class 1 class period -Smith
 - Teach students simple nursery rhyme or popular songs and have everyone sing together in class.
 - Have students listen to a song, and repeat the lyrics line by line, concentrating on pronunciation.
 - Use lesson and season-appropriate songs for a variety of listening and pronunciation activities.
- *Tongue Twisters* Pairs 20-30 minutes -Goodwin
 - Students in pairs will write two or three original Spanish sentences that are tongue twisters: Esteban escapa en el elefante elegante.
 - Students will have a tongue twister competition to see who can say the sentences the fastest and with the most correct pronunciation, or the entire class will have a competition to see who created the longest, funniest tongue twister.
- *Recitations* Individual or groups -Smith
 - Give students a short, fun poem or joke to learn.
 - Student(s) perform their poem or joke for the class as part of a Spanish Speech Contest in which pronunciation is what wins the gold.

ACTIVITIES FOR TESTS/REVIEW/TIME FILLERS

- *Sentence-builders* Pairs 15-20 minutes -Hadley
 - Give students a sheet of paper with four columns: Subject, Verb, Noun, Activity.
 - Make the activity lesson or unit specific, for instance, for a food unit, create a worksheet:

<i>Subject</i>	<i>Verb</i>	<i>Food</i>	<i>Reason</i>
tu	gustar	Coca Cola	esta caliente afuera
mi amigo	comer	una galleta	es el verano
?	?	?	?
 - Give students various options from which to create five sentences using elements from each column.
 - Students must say each sentence aloud to their partner, who will correct grammar.

- *Word Associations* Entire class 10-15 minutes -Hadley
 - The teacher gives the class one word (may be a vocabulary word or any topic) and students must say as many other words or phrases that come to mind with that word.
 - Continue with more words from a themed list.
 - This will help with future circumlocution activities, or remembering vocabulary words for tests.

- *Pictures that tell a story* 3-4 students 1 class period -Hadley
 - The teacher assembles many groups of 3 pictures from magazines that depict people wearing or doing strange things, and/or strange objects and animals.
 - The teacher distributes a group of 3 pictures to each group of students and gives them 5-8 minutes to brainstorm a story that goes along with the pictures.
 - The teacher then collects the pictures, and the groups go to the front of the room to present their story to the class, assuming the roles of the people or animals in the pictures.
 - Every group member must speak and participate, and the presentations must last 3-5 minutes and be original.
 - Following the presentation, the class may ask questions for group members to answer.

- *Daily Announcements* Individual 5 minutes -Smith
 - Have students present a brief announcement at the beginning of class for a fixed number of times each semester.
 - Announcements must be on current events in the student's life, school activities, world events, weather reports, and Spanish speaking country events.

- *Brainstorming* 3-4 students 10-15 minutes -Hadley
 - Students in groups are given an index card with a list of four or five adjectives on it (a color, a shape, a feeling, a smell, a physical attribute, etc.).
 - Groups must think of as many objects as they can that will fit each of the adjectives.
 - Groups will share their responses after 4-5 minutes of brainstorming, and points can be given to groups with the longest, most original, or use of all adjectives simultaneously to win the contest.

- *A visitar...* Entire class 15-20 minutes -Smith
 - Teacher gives class a starting sentence such as "Voy a visitar a mi abuela y voy a llevar..." or "Voy a la playa y voy a llevar", etc.
 - Students must add one item to the list in addition to the one before them. Student 1: Voy a la playa y voy a llevar un mono. Student 2: Voy a la playa y voy a llevar un mono y una camisa. Continue until the entire class has said one item and the list is long.
 - The winner is the person who can say the entire list correctly in order.
 - To add a twist, have students create the list alphabetically; the first student with an "a" word, the second student with a "b" word, and so on.
 - For a more difficult twist, students may say nouns, proper nouns, and change the base sentence to include verbs: Voy a la playa y voy a nadar en el mar.
 - Great way to review lesson or unit vocabulary!

Lesson plan and reflection

Thesis – Classroom Lesson Plan for Mrs. Gebel’s Spanish III

Objectives

- Students will demonstrate uses of my thesis activities.
- Students will practice current vocabulary words, the preterit verb tense, and become more familiar with Latin singers.

Materials

- Video camera, tape, and tripod
- Spanish catch phrase cards – 5 groups of 15 – 20 cards (2 sets)
- Kitchen timer
- Cards with Latin musician identities
- Cards with other identities (round 2)
- “Find someone who…” worksheet
- Impromptu speech topic cards (2 sets)
- Hat for drawing speech topics
- **Seating chart**

Procedure

- Arrive early for camera set up!!
- Explain purpose of my visit
- Go around and say names
- Do fun activities (list following)!
- Ask for student’s comments on the activities at end of class; videotape!

- *Spanish catch-phrase* 4-5 students (4 groups) 10-15 minutes
 - Prepare game by writing one word on a small index card. Do this with several cards. **Use recent and current vocabulary words for Mrs. Gebel’s class.**
 - Each group gets a stack of about 15 cards with words on them.
 - At the start of the timer, one person looks at the top card and has to describe the word without saying the actual word, or any part of the word.
 - After a correct guess, the first student passes the stack and the second student looks at the next card and describes this word.
 - The group that finishes first when the timer is finished (use a kitchen timer set for 2 or 3 minutes) wins!
 - May switch sets of cards for additional rounds.
- *Dinner Party* Discussion for 8 students 10 minutes -Lazaraton
 - Students are given a slip of paper with a new identity and must commit their new personality to memory (Jennifer Lopez and Ben Affleck, Santana and a guitar tuner, Ricky Martin and a hip doctor, **other Latin musicians**)
 - By interacting and discussing with other members of their group, students will try and find their partner without directly saying their own identity.
 - When all students in each group have found their partner, they must present themselves as a couple to the class, introducing each other.
 - Repeat with another set of people on cards.

- *Finish my sentence* 4-5 students - 10 minutes
 - Each group needs a sheet of paper and a pen or pencil. Elect the first recorder.
 - The teacher gives each group the same word to begin their sentences and sets a **60-second** timer.
 - The first person in the group says another word that will logically follow the “starter” word, the next student will say another word or verb phrase, and so on as the group creates a sentence. ****All verbs used must be in the preterit form!****
 - One person in the group will be the recorder, and will write down the sentence as it is said.
 - At the end of the round, the recorder will repeat their sentence to the class and points will be scored for the longest, most grammatically correct sentence
 - For the next round, the recorder will be a different student.
 - Words/Phrases to begin with... *La escuela, Britney Spears, El año 1990, La musica, Texas, el verano, los deportes, mi novio*

- *Find someone who...* Individual 5 minutes -Lazaraton
 - Give students a sheet of paper with a list of habits or characteristics.
 - Students must go around and ask each other, “Did you...?” until their sheet is filled. Winners get candy.

- *Impromptu Speech* Individual 10 minutes -Lazaraton
 - Each student will draw a topic out of a hat (basketball, cars, shopping, George Washington, Latin music, our principal, etc).
 - They must go in front of the class without preparation and say as much as possible about the topic in the allotted time (30 seconds).
 - Use this opportunity to teach hesitation markers in Spanish, such as *eh, aah*, etc.
 - After all students have gone, the class votes on the best speech.
 - If students like this idea, do a second round and speak for 45 seconds on more difficult topics.

On January 9, 2004, I had the privilege of going to Mrs. Terri Gebel's Spanish III classroom at Hudson High School in Hudson, Iowa, to implement a few of my speaking curriculum activities. I worked with 16 Spanish III students in their block period of 90 minutes. I had previously done field experiences for my Spanish methods classes with Mrs. Gebel, and she agreed to let me work with one of her classes for an entire period. It was a wonderful class of students and they were very cooperative with me, considering that I had never taught their class before and that I was videotaping their participation in the activities for my thesis presentation. Each time that I asked the students to participate either in group activities or individually, every student participated and did so to their best ability. Mrs. Gebel was a great help with the class and she also was gracious enough to let the students earn participation points for their regular class grade, which was a little more incentive for them to give their best efforts.

I began the class period by explaining my purpose for being there and how I chose the activities in which the students were going to participate. Our first activity was "Spanish catchphrase". For this activity, the class was divided into four groups of four. They had a stack of 15 nouns or verbs that they had to describe to their teammates without saying the word or any part of the word. When their teammates guessed the word, the stack of cards was passed to the next person. The group finished with their stack of words first, won. This activity went very well and we played two separate rounds of it. The only problem encountered with this activity was that the students had quite a difficult time with some of the words I had put on their game cards. It was difficult for me to prepare for this game because the class was not studying a particular lesson or unit with a specified group of vocabulary words that they would all be familiar with; I had to simply pick some simple, basic vocabulary. This posed a problem because not every student knew the words on the cards. Ideally, this activity should be done with a specific focus

on a group of vocabulary words that the class is working on together. For this purpose, however, I was pleased at the students' participation. Each student did an excellent job of playing the game and, most importantly, they used a great deal of verbal Spanish to get their task accomplished.

The next activity I had selected from my compiled curriculum was "Dinner Party". In this activity, each student is given a card with a name or some type of identity on it, and they must talk to their peers to try and find their match, or partner, without saying their specific name or identity. When creating the identity cards for this game, I had put simple pairs on the cards such as President Bush to be matched with Laura Bush, and a boyfriend to be matched with a girlfriend. All 16 students were involved together in this activity, as one large group, and it seemed to be difficult for all of the students. I think that the matches I had selected were so random that they were unsure of how to introduce and describe themselves to find their partner. Plus, the group was very large and some students got confused. At the end of the activity, I had intended for each pair to introduce themselves as a couple to the rest of the guests at the "dinner party" but they had a better idea – to make their peers guess who they were as a pair! Though the students spoke very little Spanish when trying to find their partner, I was pleased that they wanted to change the activity to include more speaking and guessing. It was at the end of the activity, when the pairs were introducing themselves to the rest of the group and having them guess their identity, that the students spoke the most Spanish and seemed to have the most fun.

Our next activity was "Finish my sentence" and the students really enjoyed this. Each group tried to create the longest and most grammatically correct sentence using a "starter" word given by me. Using the starter word, for example, "la musica", each student in the group took a turn saying one word or verb phrase that logically follows the previous word. Thus, a sentence

was constructed one word at a time with contributions from each member, as one group member wrote down the sentence. After a time limit of 60 seconds, each group read their sentence out loud and the class voted on which was the longest and most correct to be the winner. Mrs. Gebel requested that for this class, students had to make sure that all words were in the preterit verb tense. The students seemed to have fun with this activity, as well. The major downfall I saw was that the students were not saying one word at a time, they were constructing the sentence as a group all at one time. While this worked out well and fostered a lot of teamwork, it did cut down on the amount of spoken Spanish. The students were proud to read their sentences at the end, though, and had fun overall.

The last activity the students participated in was “Impromptu Speeches”. Some students absolutely refused to do this activity at first, which was understandable, as public speaking in a foreign language can be nerve-wracking. Students drew a topic out of a bag and had to speak on that topic for 30 seconds. Topics were simple things such as family, vacations, movies, etc. and after a few students did their impromptu speech, many other students began volunteering to go next! The students had fun with the activity and each student got the opportunity to speak, and each of them spoke for the allotted 30 seconds. Their suggestion for improving this activity was to be allowed a few minutes to collect their thoughts and prepare a few things on their drawn topic before going up front, which is a great idea that I strayed from in this instance because of the time restrictions. Despite most of them being nervous, the students did a wonderful job of speaking Spanish in front of the class.

One activity that we did not get to was the “Find someone who...” activity where students go around with a worksheet and find people who fill the characteristics of certain questions, such as “Have you ever ridden horse? Traveled out of the country?” and so on. I also

had other rounds of Spanish catch-phrase, the Dinner Party game, and Impromptu Speeches that we did not have time for.

I was incredibly pleased at how the students responded to my speaking activities! I feel like the students all got many opportunities to speak Spanish, and that each student took advantage of those opportunities to practice speaking. The downfall of going into a classroom like this was that I am not the students' regular teacher and therefore do not know their skill level or their knowledge base, so it was difficult to construct activities for them. I also think that, had I spoken Spanish more to them when giving them directions for the activities, they would have felt more comfortable at the beginning speaking Spanish after seeing the example I set. On the other hand, I wanted to be very clear with the directions and expectations and thus resorted to speaking English a few times.

I am certain that these four activities will be beneficial as activities that foster and encourage speaking Spanish in the classroom. All of the students in this class eagerly participated, even to the point where they were making suggestions on how to improve the individual activities (such as the end of the Dinner Party activity). At the end of the class when I asked students for their opinions on the activities, they all said that they had fun and even mentioned the educational value they saw in the activities, such as how Spanish catch-phrase taught them circumlocution and showed that they need to learn more vocabulary words. Although each activity in which the students participated was not perfect, I am confident that if I can go into a classroom of students who have never seen me teach before, whose skill levels I am not familiar with, and still have incredible success with the activities, a classroom teacher who knows his or her students well and can tailor activities specifically for their levels can reap great benefits from these and the many other speaking activities in my curriculum.

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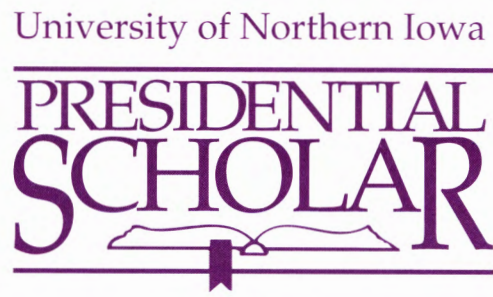
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Presidential Scholars Research Conference
April 17, 2004

9:00-9:30	Welcome President Robert Koob	Auditorium Lounge 2 nd Floor Lang Hall
9:30-10:00	Jill Pedretti – <i>Cerebral Palsy: Physical Therapy and Medical Treatment Issues</i> Dr. Mary McDade & Dr. Lisa Beltz	Lang 20
	Stacey Noble – <i>A Look At The Little Rock Nine</i> Dr. John Baskerville	Lang 21
	Kyle Gerjerts – <i>Coping With Work-School Conflict Through Social Support</i> Dr. Adam Butler	Lang 23
10:15-10:45	Amanda Smith – <i>Teaching Speaking in the Foreign Language Classroom</i> Dr. John Grinstead	Lang 20
	Rachel Kass – <i>Sarbanes-Oxley: A Compliance Case Study</i> Dr. Ron Abraham	Lang 21
	Allison Deutsch – <i>Intergenerational Preferences Regarding Punishment of Criminal Offenders</i> Dr. Keith Crew & Dr. Joe Gorton	Lang 23
11:00-11:30	Jodi Ferring – <i>Rules-Based vs. Principles-Based Accounting Standards: Analyzing the Impact of Amending APB No. 18 to a Principles-Based Standard</i> Dr. Tim Lindquist	Lang 20
	Matt Jaeger – <i>Information Security: The Proper Business Selection of a Secure Information System/Policy</i> Dr. Rex Karsten	Lang 21
	Kim Mercer – <i>Multilingual Wales: Cultural Preservation or a Losing Battle?</i> Dr. Susan Rochette-Crawley	Lang 23
11:45-1:00	Luncheon	Commons Porch
1:00-1:30	Angie Boedeker – <i>SOX in the Boardroom</i> Dr. Lee Nicholas	Lang 20
	Kevin Twedt – <i>An Improved Theoretical Model for Potassium Channel Gating in Neurons</i> Dr. Cliff Chancey	Lang 21
1:45-2:15	Corey Jansen – <i>Genesis vs. Science: What Is Genesis Really Telling Us In The Creation Story and Does That Allow for Evolution?</i> Dr. Bob Seager	Lang 20
	Ben Watne – <i>Red 's: A Study in Student Filmmaking</i> Dr. Bettina Fabos	Lang 21
	Kelley Wilkinson – <i>Diphthong Pronunciation Among Native Spanish and English Speakers</i> Dr. Juan Carlos Castillo	Lang 23
2:30-2:45	Concluding Remarks	Auditorium Lounge