

Developing L2 Oral Fluency Through Digital Storytelling 101

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Q: What is fluency?

What do we mean by fluency?

- A. ability to speak with few pauses
- B. ability to talk in coherent sentences
- C. ability to converse in a wide range of context
- D. ability to speak with ease and automaticity

(Filmore, 1979; Lennon, 1990; Koponen & Rigggenbach, 2000)

Digital Storytelling

- “Practice of using computer-based tools to tell stories” (Stanley, 2018)
 - + interactive, engaging
 - + student-centered
 - + creativity & digital literacy



Storyboard That

Online Storyboard Creator

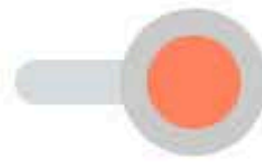
- + easy to use
- + affordable
- + fast learning curve
- + free version



Single Teacher Pricing

[View School/District Pricing](#)

Select number of students:



10 Students

MONTHLY

billed monthly

Pay Just

\$9.99 /month

BUY NOW!

QUARTERLY

billed every 3 months

Pay Just

\$8.99 /month

BUY NOW!

YEARLY

billed every 12 months

Pay Just

\$7.99 /month

BEST DEAL!

BUY NOW!

GET A QUOTE

Free vs. Premium

Free

- 2 storyboards per week
- 500 scenes
- Watermarks on storyboard
- Limited to one layout (3 or 6 cells)

Premium

- Unlimited storyboards
- Upload backgrounds & images
- Print & export without watermarks
- All layouts (~100 cells)

Pixton



No Students Monthly

\$9.99

USD/month

Create engaging lesson materials for your class. Does not include classrooms or student access.

CHOOSE THIS PLAN

Includes:

- ✓ 200+ theme packs
- ✓ 4,000+ backgrounds, outfits, props, poses, and expressions
- ✓ Lesson ideas and templates
- ✓ Printing and downloading
- ✓ Canva, Powerpoint, Slides plugins
- ✓ Printables to use in class

Classroom Monthly

\$24.99

USD/month

Get your students more engaged by having them show their understanding on any topic with comics!

CHOOSE THIS PLAN

Includes everything in No Students Monthly plus:

- ✓ Comic creator for students
- ✓ Unlimited classrooms
- ✓ Unlimited students
- ✓ Class photos
- ✓ Content filters
- ✓ Review student comics

Classroom Yearly

\$99 USD/year

Keep your students engaged all year by making comics a regular part of your curriculum!

CHOOSE THIS PLAN

Includes everything in Classroom Monthly plus:

- ✓ A 67% discount (a \$200 value)
- ✓ Unlimited use for a whole calendar year

Most Popular

School/District Yearly

Volume discounts

Choose this to generate an All-Access plan quote for multiple teachers in a school or district.

GET A QUOTE

Includes everything in Classroom Yearly plus:

- ✓ Up to a 50% discount (on top of the previous 67% discount)
- ✓ Ability to have your entire school or district engaged, and learning with creative control



Storyboard That

Step by Step

- Create a storyboard, add/delete cells,
- Select & edit scenes, characters, items, etc.
- Add speech bubbles, texts, shapes
- Basic controls & toolbar
- Save & exit



Let's make our own!

How can we incorporate
fluency-based practice into
digital storytelling?

Components for L2 Oral Fluency

(Rossiter et al., 2010)

1. Consciousness-raising tasks
2. Rehearsal or repetition tasks
3. Use of formulaic sequences
4. Use of discourse markers
5. Communicative free-production activities

1. Raise Awareness of Fluency Markers

“Conscience raising tasks”

- Have learners record their own mother tongue (L1)
- Watch a video of a native speaker’s speech
- Assign form-focused tasks
- Checklist to assess progress

You know
what I mean?



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Filler Words in English (from an interview with Ariana Grande)

7,579 views • Dec 4, 2018 • This is an edited version of an interview with Ariana Grande from the Youtube Channel 'Zach S Show more

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Discourse Markers

Words or phrases that are used to connect, organise and manage sentences and paragraphs.

Discourse markers have many functions. They can be used at the start, middle or end of sentences and paragraphs. However, they are often used as sentence starters to link ideas and create fluency. Below are some examples for different functions.

To add information

and too also moreover
furthermore as well as

The shopping centre is going to damage local businesses. **Furthermore**, it will cause traffic chaos.

To sequence events

firstly secondly after before
next meanwhile

Jack was frantically trying to finish his work. **Meanwhile**, his friends were at the party enjoying themselves.

To show similarities

likewise also similarly
equally in the same way

Romeo falls into a deep depression. **Similarly**, Juliet despairs over the reality of her and Romeo's separation.

To contrast

whereas however on the other hand
conversely alternatively

Poem A explores the meaning of love, **whereas** Poem B focuses on the pain of unrequited love.

To emphasise

especially clearly essentially
particularly above all

Clearly, the politician was not comfortable with the question.

To show cause and effect

because hence therefore
as a result consequently

Heena didn't get much sleep. **As a result**, she was unable to concentrate in her exam.

To conclude

in summary overall finally
in conclusion to sum up

In summary, the phone was fit for purpose. However, it lacked key features that are available on other models.

To illustrate

for example such as including
according to for instance

The writer uses many literary techniques to create vivid descriptions, **such as** metaphors, alliteration and similes.

Can you think of any other functions of discourse markers?

Fluency Checklist

Please fill this out **AFTER** you finish recording (with phone) your storytelling.
How many “fluency markers” did you use?

- **Discourse Markers:** _____ (at least 3)

To sequence events:

Firstly, secondly, next, after, before, meanwhile...

To conclude:

In summary, overall, finally, in conclusion, to sum up

- **Formulaic Sequences:** _____ (at least 6)

- Phrasal verbs (get in, go into): _____

- Collocations (pressed for time, tears have sprung) : _____

- **Filler Words:** _____ (limit your usage = don't use it too much)



Fluency Checklist

Never, Sometimes, Always

	Me	Peer: XXXXXXXXXX
I paused in appropriate settings	Sometimes .	Always
My rate of speech was smooth and natural	Sometimes	Always .
I used correct pronunciation	Sometimes	Always .
I am able to understand my (peer's) speaking	Sometimes .	Sometimes .
I used discourse markers effectively and strategically	Sometimes	Always
I used formulaic markers effectively and strategically	Sometimes .	Always .

Components for L2 Oral Fluency

(Rossiter et al., 2010)

1. Consciousness-raising tasks
2. Rehearsal or repetition tasks
3. Use of formulaic sequences
4. Use of discourse markers
5. Communicative free-production activities

2. Give a topic & let students brainstorm

“Pre-task Planning”

- Introduce yourself to your classmates (Likes, dislikes, dream)
- What 3 things would you bring on a deserted island?
- Give a summary of Ch. 4 in *Animal Farm*

***Make sure to give a checklist & model**

Fluency Checklist

Please fill this out **AFTER** you finish recording (with phone) your storytelling.
How many “fluency markers” did you use?

- **Discourse Markers:** _____ (at least 3)

To sequence events:

Firstly, secondly, next, after, before, meanwhile...

To conclude:

In summary, overall, finally, in conclusion, to sum up

- **Formulaic Sequences:** _____ (at least 6)

- Phrasal verbs (get in, go into): _____

- Collocations (pressed for time, tears have sprung) : _____

- **Filler Words:** _____ (limit your usage = don't use it too much)



Fluency Checklist

Never, Sometimes, Always

Self-Peer Evaluation

	Me	Peer: XXXXXXXXXX
I paused in appropriate settings	Sometimes .	Always
My rate of speech was smooth and natural	Sometimes	Always .
I used correct pronunciation	Sometimes	Always .
I am able to understand my (peer's) speaking	Sometimes .	Sometimes .
I used discourse markers effectively and strategically	Sometimes	Always
I used formulaic markers effectively and strategically	Sometimes .	Always .

Who are you?



Where are you from?



What do you like to do?



What food do you like to eat?



Do you have any pets?



What is your dream or future goals?



3. Have students record & upload on Flipgrid



Flipgrid

The Silver Mine

What happened in *The Silver Mine*?"

Make sure to include:

1) At least 3 discourse markers

To sequence events: Firstly, secondly, next, after, before, meanwhile...

To conclude: In summary, overall, finally, in conclusion, to sum up

2) At least 6 phrasal verb ("get up", "go into") or collocation ("pressed for time")

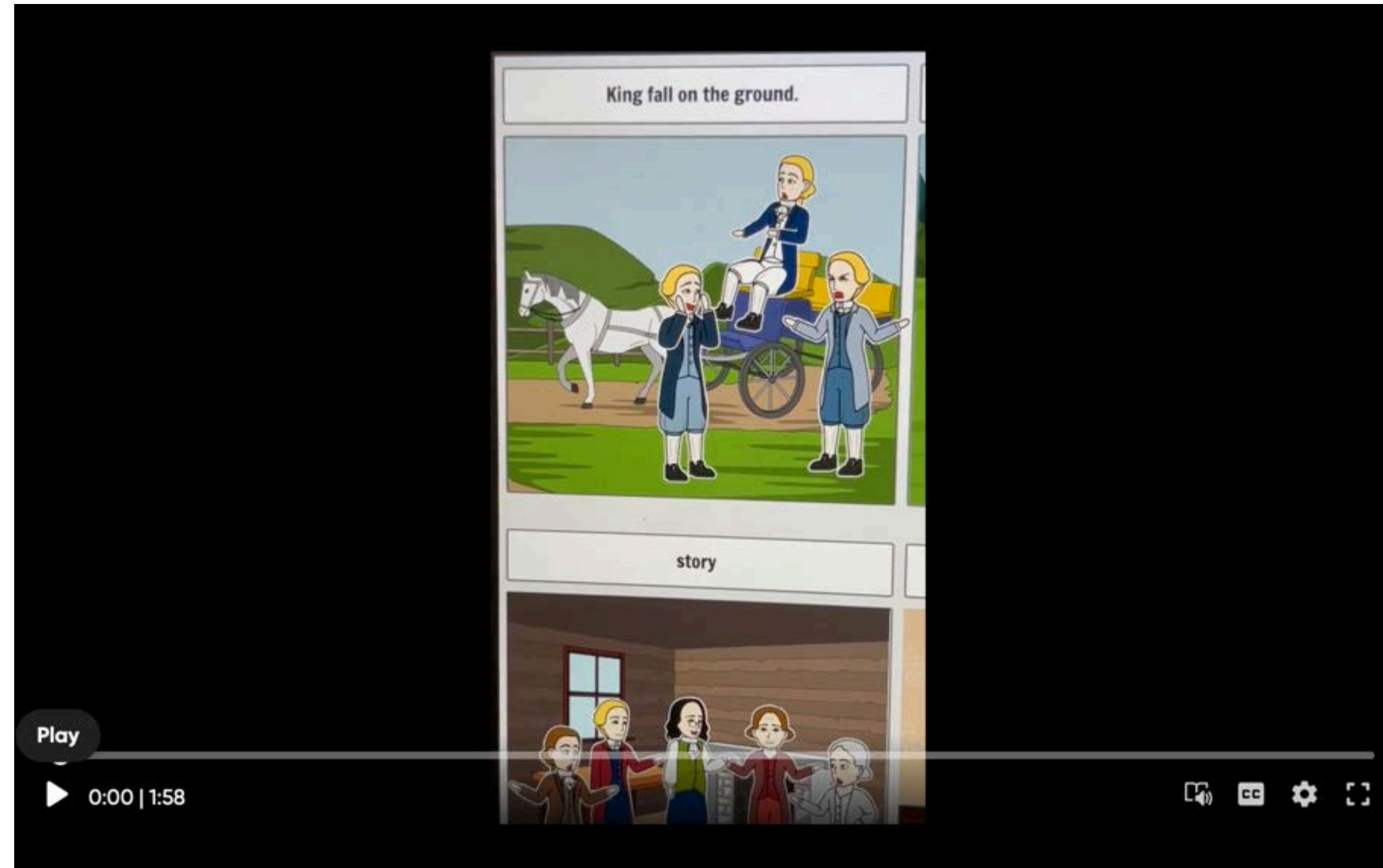
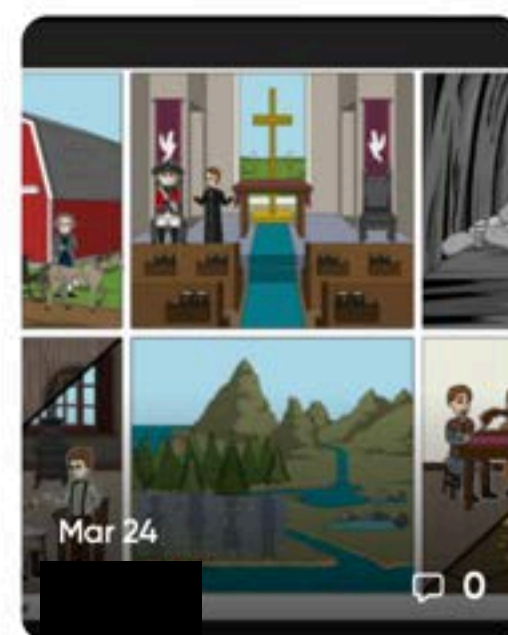
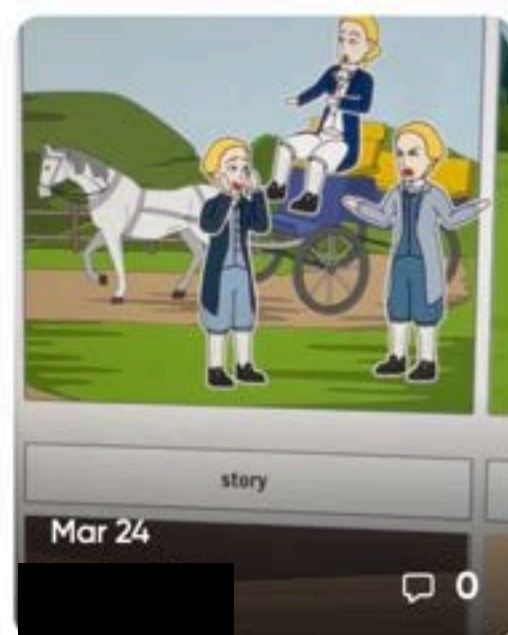
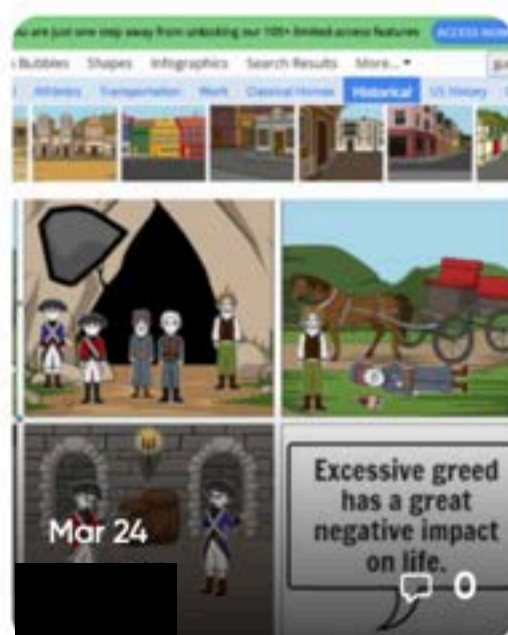
3) Limit filler words (uh, um, right, I mean, like)

Do not use too much filler words

 Add Response

12 Responses

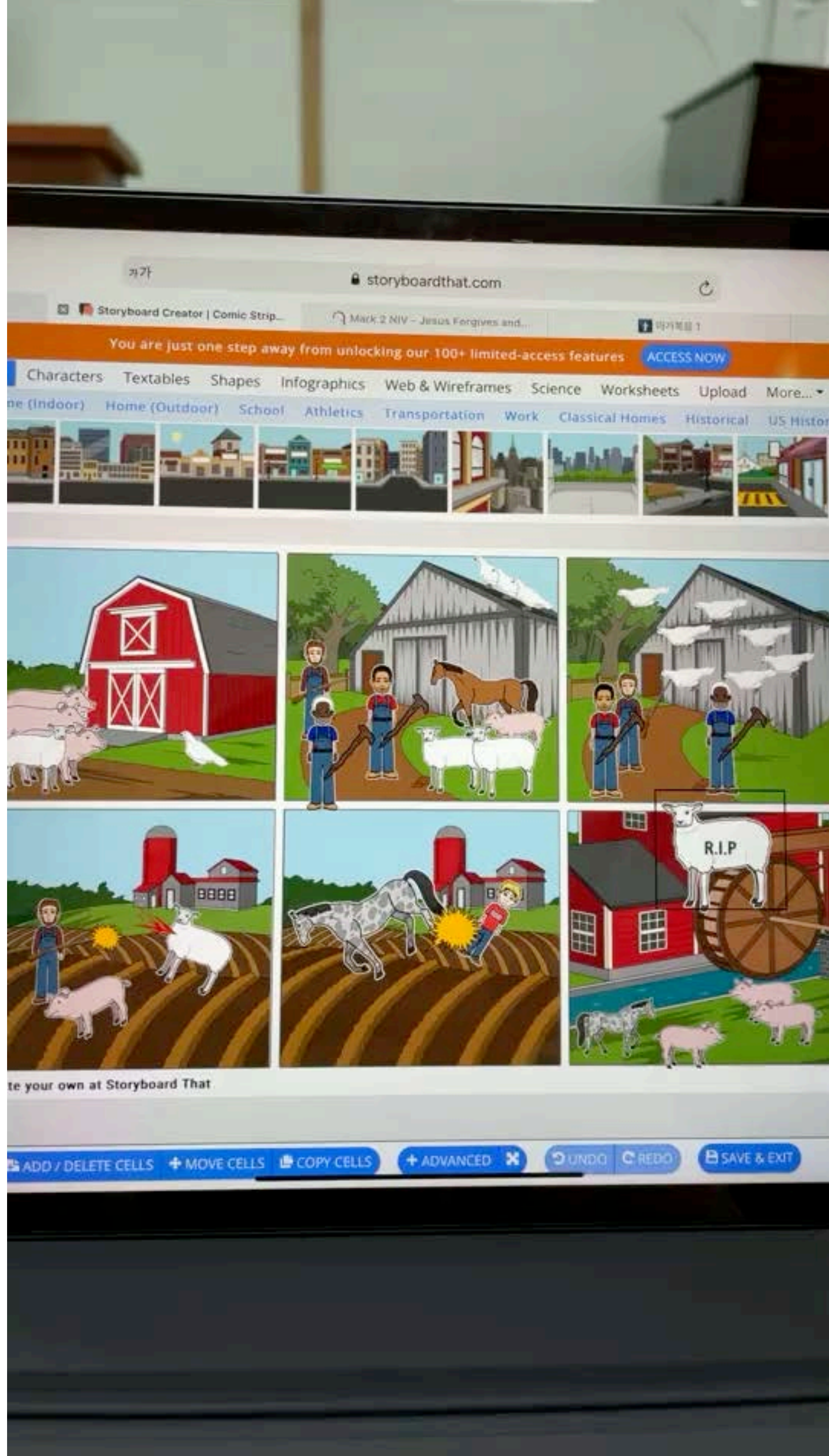
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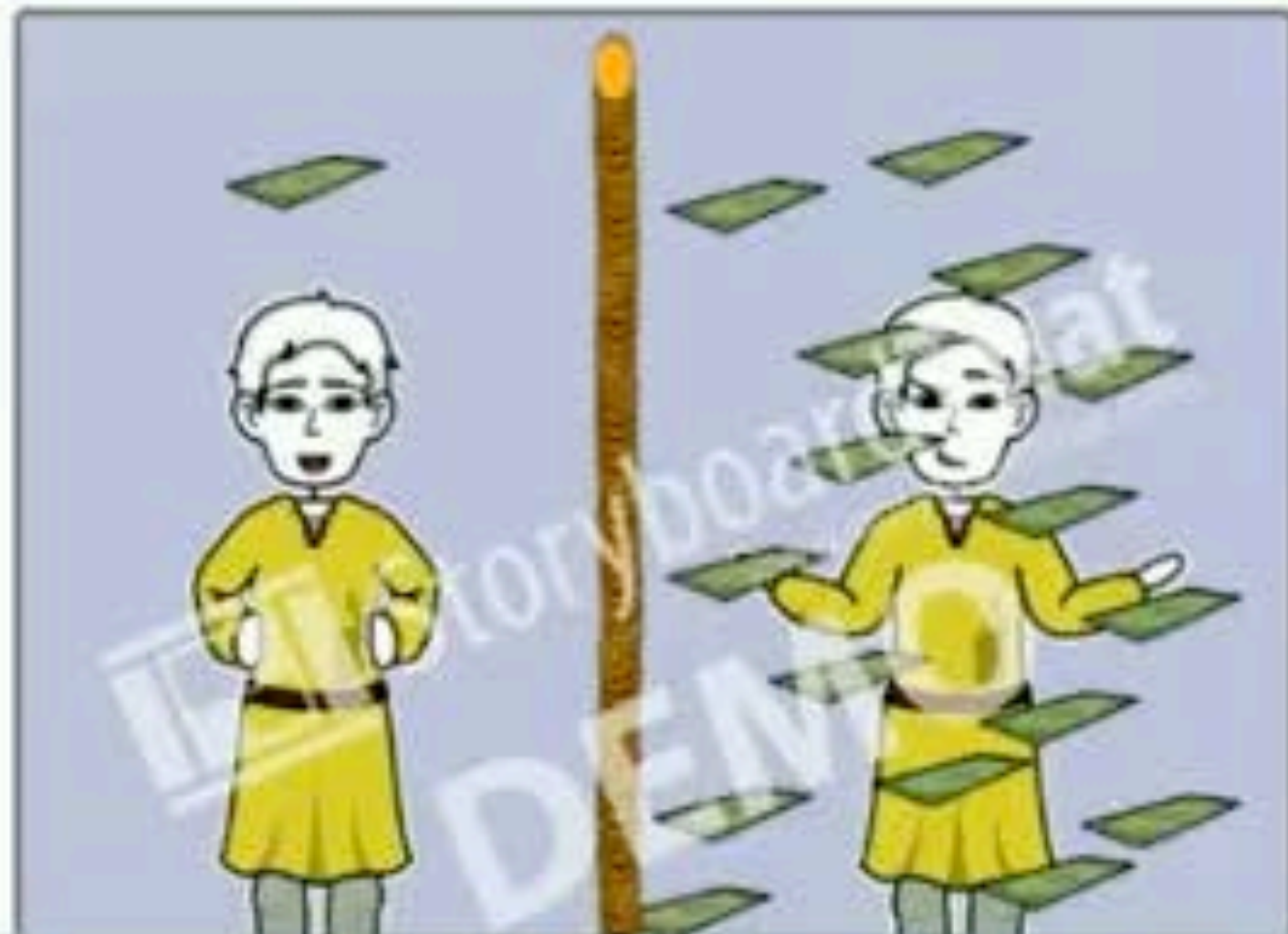
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4. Have students do a self-peer evaluation

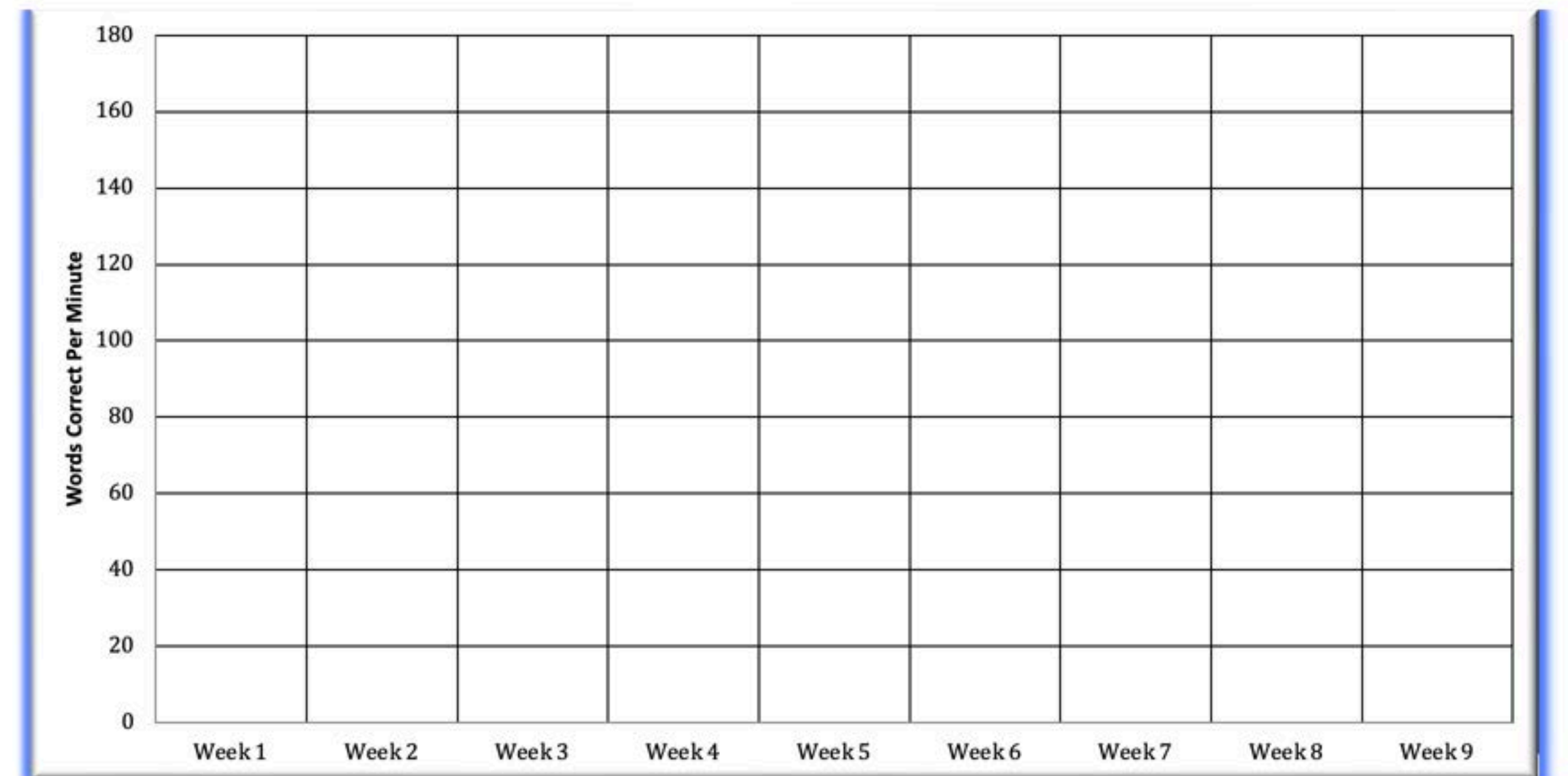
Fluency Checklist Self-Peer Evaluation

Never, Sometimes, Always

	Me	Peer: Celia Kim
I paused in appropriate settings	Sometimes	Always
My rate of speech was smooth and natural	Sometimes	Always
I used correct pronunciation	Sometimes	Always
I am able to understand my (peer's) speaking	Sometimes	Sometimes
I used discourse markers effectively and strategically	Sometimes	Always
I used formulaic markers effectively and strategically	Sometimes	Always

My Fluency Progress Tracker

Name _____ Beginning Fluency Score: _____ Final Goal and Date: _____



	1	2	3	4	5	6	7	8	9
M									
T									
W									
Th									
Fr									

Helpful tips!

- Be flexible! Low-tech (pencil, paper, recording device)
- Provide extra support (scaffolding)
- Make it collaborative!
- Give students a time limit

References

- Fillmore, C. J. (1979). 5—On Fluency. In C. J. Fillmore, D. Kempler, & W. S.-Y. Wang (Eds.), *Individual Differences in Language Ability and Language Behavior* (pp. 85–101). Academic Press.
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Questions or Comments?

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 InOut English

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