

# 4/3/2 in the 21st Century: Formative Assessment of Fluency through Digital Recording

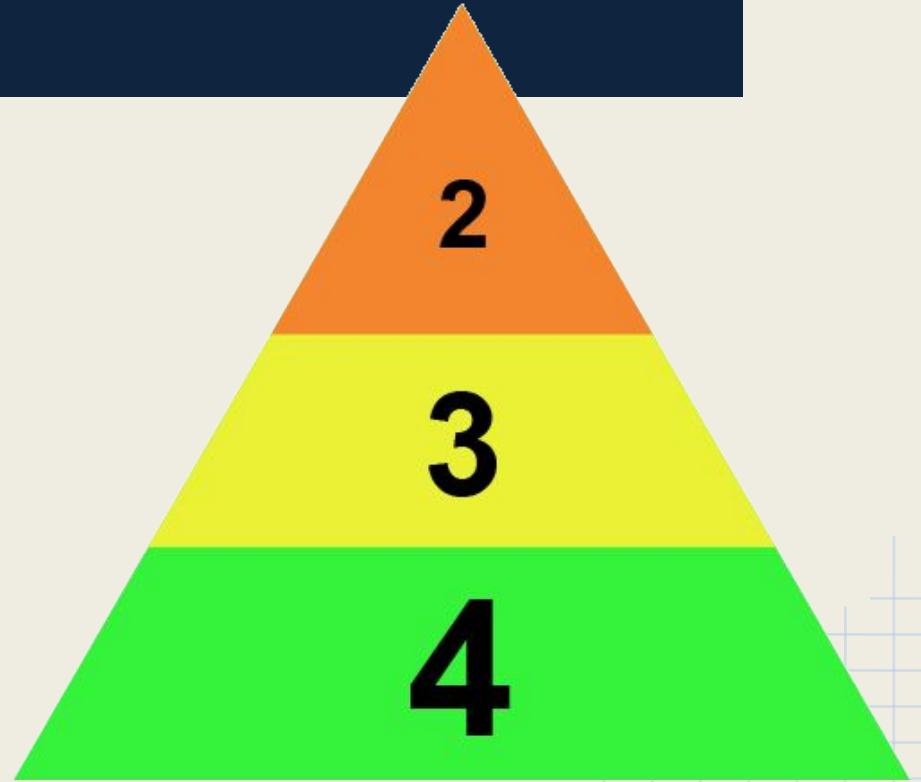
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# What is 4/3/2?

- Fluency-building activity (Maurice, 1983)
- Students speak on the same prompt three times: once for four minutes, once for three minutes, and once for two.



# What is 4/3/2?

- Students work in pairs and speak directly to a partner.
- Many pairs participate in parallel.
- The teacher's involvement is limited to circulating among the students.



Photo: [Sailko](#), CC BY 3.0

# What is 4/3/2?

## Advantages:

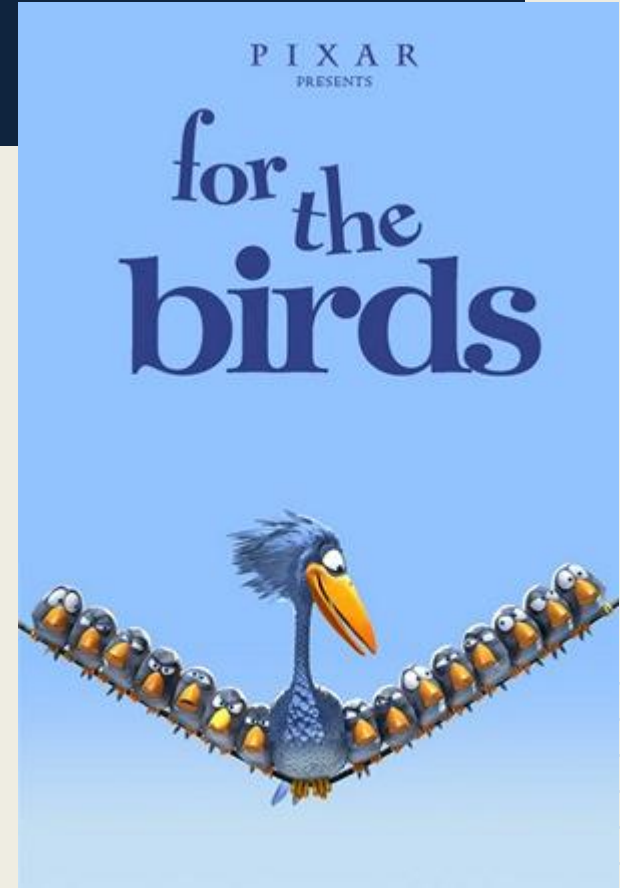
- Time-efficient
- Lots of student talk-time
- Low-key; students are not performing for the whole class or teacher

## Disadvantages:

- No assessment
- Neither teacher nor students can review the speech

# My modification

- Students watch a short, humorous film which has no dialogue.
- Students report the events of the film three times.
- Time limits are 2 minutes, 1.5 minutes, and 1 minute.



# My modification

- Students record the three speeches directly into a computer.
- All students speak simultaneously.
- During the activity, the teacher does not intervene in students' speech.



Photo: [Marco Raaphorst](#), CC BY 2.0

# My modification

- **Context**

- Non-intensive adult ESL course which focuses on speaking and listening skills.
- Students have recently begun a prepared speaking project and will be presenting within the next two weeks.

# My modification

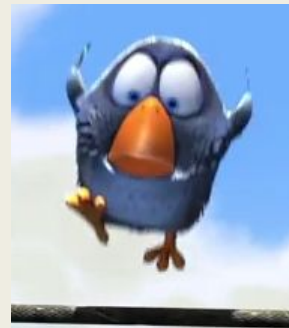
- **Goals**
  - Build fluency.
  - Demonstrate the efficacy of rehearsing a prepared presentation out loud multiple times.
- Let's see the activity in action. Actual classroom slides follow.



# Speaking Fluency activity

- This is what you will do:
  - Watch a short video two times.
  - Record yourself for two minutes. Tell me what happened in the video. Be specific.

“First, a small, blue bird landed on a power line...”

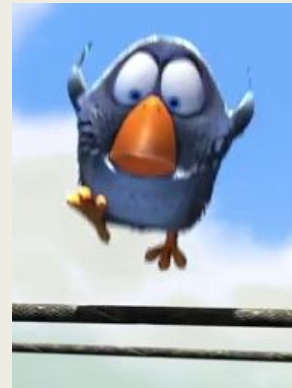




# Speaking Fluency activity

- Record yourself for two minutes. Tell me what happened in the video. Be specific.

“First, a small, blue bird landed on a power line...”



# Speaking Fluency activity

Listen to a bit of your recording. How fluently did you speak? Choose a number between 1 and 10.

1 ..... 10

Not fluent

(long pauses between words,  
many hesitations)

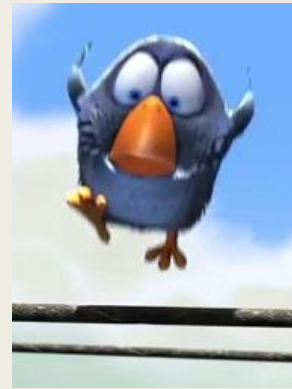
Very fluent

(Few pauses,  
connected words  
together very well)

# Speaking Fluency activity

- Record yourself for one and a half minutes. Tell me what happened in the video. Be specific.

“First, a small, blue bird landed on a power line...”



# Speaking Fluency activity

Listen to a bit of your recording. How fluently did you speak? Choose a number between 1 and 10.

1 ..... 10

Not fluent

(long pauses between words,  
many hesitations)

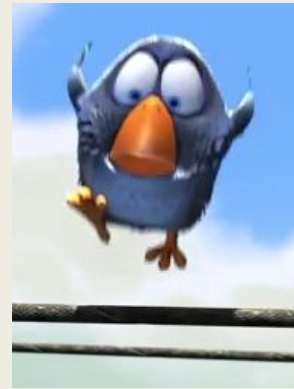
Very fluent

(Few pauses,  
connected words  
together very well)

# Speaking Fluency activity

- Record yourself for one minute. Tell me what happened in the video. Be specific.

“First, a small, blue bird landed on a power line...”



# Speaking Fluency activity

Listen to a bit of your recording. How fluently did you speak? Choose a number between 1 and 10.

1 . . . . . 10

Not fluent

(long pauses between words,  
many hesitations)

Very fluent

(Few pauses,  
connected words  
together very well)



# Speaking Fluency activity

- Save your final recording.
- E-mail your recording to:

wcp5@pitt.edu

# My modification

- **Assessment:**
  - Students self-assess during the activity.
  - Teacher reviews recordings and provides grades with explicit written feedback.

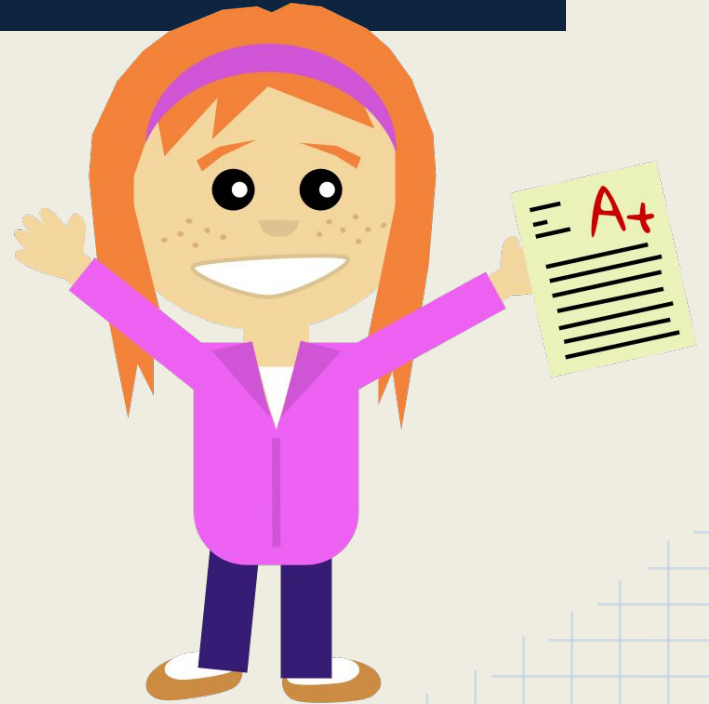


Image: [Scout](#), Public Domain

# My modification

## Advantages:

- Even more time efficient than classic 4/3/2
- Enjoyable video prompt
- Enables student self-assessment and introspection
- Enables teacher assessment of speeches

## Disadvantages:

- No interaction between students
- No immediate intervention or feedback from teacher
- Saving and submitting audio recordings can pose technical challenges

# Works cited

- Eggleston, R. (2000). *For the Birds*. Production company: Pixar Animation Studios. Distributor: Buena Vista Pictures. Available online: <http://youtu.be/MOiyD26cJ2A>
- Maurice, K. (1983). "The fluency workshop." *TESOL Newsletter*, 17(4), 29. Retrieved from <http://eric.ed.gov/?id=ED289347>