

“Best of” ACTFL TOYs 2010

<http://bestofactfltoys.wikispaces.com/>

Ken Stewart: ACTFL TOY 2006 (Chapel Hill High School, Chapel Hill, NC)

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What’s all the talk about?

So you can’t get your kids to talk in class...or least not in the target language? Here are a couple of engaging, cooperative activities that are sure to spark presentational* and interpersonal* communication. First, we will model an extemporaneous speaking activity that can be used as a warm-up activity. Then, we’ll use images in a game of “Taboo” to scaffold interpersonal speaking and integrate culture.

Presentational Communication

Students engage in presentational communication by sharing their research/ideas/opinions. Sample presentational formats: speeches, drama, skits, radio broadcasts, posters, brochures, essays, websites, etc.

Interpersonal Communication

After receiving feedback regarding the Interpretive Phase, students engaged in interpersonal oral communication about a particular topic which relates to the interpretive text. This phase should be either audio- or videotaped.

Christine Lanphere, ACTFL TOY 2007 (Natomas High School, Sacramento, CA)

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Creative Ways to Group, Choose, and Organize

What they say about organization being a key to success is true in the classroom as well! If you put some serious thought and preparation into how you group and choose students for activities or how you organize and scaffold the tasks you ask your students to do, you will find that students are less anxious about expectations and that you get better quality performance from them.

In this presentation, you will hear about some of my favorite tricks for grouping and choosing students and also a few of my favorite scaffolding tools for presenting concepts and engaging students in communicative activities. I hope that you will discover a new trick for your repertoire!

Janet Glass, ACTFL TOY 2008 (Dwight-Englewood School, Englewood, NJ)

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FLES and Strong Foundations

I believe that clear goals for proficiency and good assessments drive a strong program. Digitally documenting student progress helps both formative and summative assessment.

Using performance assessment as motivator and evidence of proficiency in FLES:

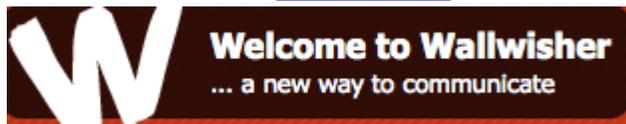
1. A group presentational assessment, the Weather Channel
2. An interpersonal assessment with digital voice recorders, Let's Talk
3. An individual presentational assessment, About Me and My Cousin

Toni Theisen, ACTFL TOY 2009 (Loveland High School, Loveland, CO)

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Integrating technology to enhance communication:

1. **Wallwisher:** <http://www.wallwisher.com/> is a digital post it notes bulletin board. Similar tool: Linoit: en.linoit.com



2. Making movies: **Xtranormal:** <http://www.xtranormal.com/makemovies/> is a text to voice movie-making program. Choose from characters to create movie, then add text. When finished choose from a series of international voiceovers. Other movie tools: Animoto: <http://animoto.com/>
3. **Storybird:** <http://storybird.com/> is a collaborative storytelling tool. Create stories by writing the text and selecting from the beautiful storybook images. Another tool: Storyjumper: <http://www.storyjumper.com/>



4. Tips: For accents, type into word document first, then paste it into program.
5. Lots of tech resources: <http://worldlanguagestech.wikispaces.com/>