

## How to make the LOTE classroom more engaging and communicative

My Website:


[www.profehanson.weebly.com](http://www.profehanson.weebly.com)


My Email Address:


[desiree.hanson@dsisd.txed.net](mailto:desiree.hanson@dsisd.txed.net)


## Meaningful Activities

- **The four abilities:**






- Speaking 

- Writing 

- Listening 

- Reading 

## Today's Schedule

- 9:00-9:10 – Introduction
- 9:10-10:30 – Speaking 
- 10:30-10:40 – Break
- 10:40-11:30 – Writing 
- 11:30- 1:00 – Lunch 
- 1:00-2:30 – Listening 
- 2:30-3:30 – Reading 



The screenshot shows a website titled "El Mundo de la Profesora Hanson" with a navigation menu including "Home", "Traditional & Technology Infused Foldables", and "Communicative & Engaging Classroom". There are buttons for "PowerPoint & Handout" and "Activities". The main text reads: "Welcome! This website is intended to be a resource for you. Click above for additional information about Foldables and Communicative Engaging Activities to integrate into your classroom." Below this, it says: "The technology infused foldables are created by Jim Holland and Gaby Krumm, the authors of the book Print Out & Fold. They offer many of their foldables for free on their website." At the bottom, there is a contact form with fields for "Name \*", "Email \*", and "Comment \*", a "Submit" button, and a "Site Counter" showing "000653".

**My Website**

- **This Powerpoint & The Handout**
- **Additional Worksheets**

[profeshanson.weebly.com](http://profeshanson.weebly.com)

## What is communication?

- an act or instance of transmitting
- a verbal or written message
- a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior
- a technique for expressing ideas effectively (as in speech)
- the technology of the transmission of information (as by print or telecommunication)

*(Merriam-Webster Online Dictionary)*

## What is engagement?

- By engaged learning, we mean that all student activities involve active cognitive processes such as creating, problem-solving, reasoning, and decision-making. In addition, students are intrinsically motivated to learn due to the meaningful nature of the learning environment and activities.

*(Kearsley, Greg and Ben Shneiderman)*

## Goal

- The goal of the classroom is not to produce native-speakers or even error free second language performance. It is rather, to develop 'intermediate' second language competence, to bring the student to the point where he can begin to understand the language he hears and reads outside the class and thus improve on his own.

(Krashen 61)

## Circumlocution

- Description of a word or concept when you can't think of the word. Circumlocution is used to prevent communication breakdown and to remain in the target language.
- Encourage students to find ways to describe the word if they can't remember it and teach them repair strategies that equip them for communication so they are less likely to revert to L1.

(Berry-Bravo. *Teaching the Art of Circumlocution.*)

Speaking



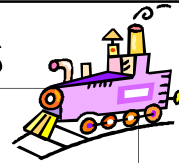
## Circumlocomotion (aka Pass the Card)

Thanks Darcy Johnson and Brian McDonough! (Westwood High School)

- **Objective:** Students will spontaneously communicate in pairs based on specific cues.
- **Materials:** 15 index cards (for class of 30) with questions, word prompts or visual cues.
- **Procedures:** Students are in pairs at their seats. A rotation system is explained to them, and they will be asked to pass the card to the next designated pair each time the teacher says "pass!". Each card will provide a different cue based on a particular grammatical/thematic/communicative topic. Partners take turns asking/answering according to prompt.



## Circumlocomotion Examples



- Variations:
  - Index cards with questions in TL or scenarios
  - Pictures passed around that students use to elicit conversation
  - Authentic products (newspapers, magazines, photos, brochures, etc.) that students describe to partner
- Level 1 Sample:
  - How many brother and sisters do you have? What are they like?
- Level 2 Sample:
  - Describe something that happened to you last summer (use of preterite/imperfect)
- Level 3 Sample:
  - You are a teacher. Explain to your students why they should do their homework everyday.
- Level 4 Sample:
  - You and your friend have arrived at a restaurant before the prom. All the tables are taken. Convince the restaurant host/hostess to seat you.



## Guess Who! (Guess What!)

- A good circumlocution and information gap activity.
- **Objective:** Students will explain who/what they see in the picture without saying the name. Their partner will listen and guess who/what their partner is describing.
- **Procedures:** One student has their back to the screen while the other faces the screen and explains the pictures projected.
- **Materials:** A series of pictures projected up front of the classroom or taped to board.
- **Variation:** All students look at the screen and write descriptions based on pictures. Then they read their descriptions to their partner who guesses.



## Quick Draw



- **Objective:** Students will draw in 1-2 minutes an answer to a question. They then use this visual cue to guide them in having conversations with other students in the class.
- **Materials:** Blank squares of paper and writing or drawing utensils.
- **Procedures:** Students are given 1 minute or less to complete their drawing with no words (you can require them to use color) based on a question/situation the teacher poses. Students then use this drawing and ask the posed question to other students while using their drawing to aide them in responding to the question.

## Quick Draw Ideas



- Have students draw the outline of the item first. Ex. Draw outline of a house. Then pose the question/situation and have students draw inside the item.
- *Variation:* Provide students with paper with the outlined item already (ex. paper with an outlined house) so they just need to draw inside it.

### IDEAS:

- **Backpack** – What do you have in your backpack?
- **House** – You stayed home all weekend, what did you do all weekend?
- **Globe** – You have \$1,000,000. Where would you go & what would you buy?
- **Shopping Cart** – You need to go shopping, what do you buy?
- **Back of Ambulance** – What is the matter? What happened?
- **Inside clothing store** – Draw a piece of clothing on the front display and on the back display. (During discussion ask What do you prefer? Or Do you prefer this hat or that hat? Have students use this or that.)
- **Family** – draw favorite relative. Brainstorm on back some questions to ask others about their relatives. (nationality, age, who are they, etc.)



## Quick Draw Example

- On a piece of paper draw your favorite relative.
- On the back, write 4 questions to ask others about their relative.



## Slide the Line & Around the Clock

- How often do students speak to 5 different people, when you say "Get up and walk around and speak to 5 different people"? Do they instead go find their friend and stay with them for the allotted time?
- **Objective:** Organized ways to arrange students to ensure they are paired and for the teacher to easily monitor communication.
- **Materials:** Index cards, drawings, etc. – whatever you want the students to use to aide in communication

## Slide the Line



- Pair students up and have one be A and one be B.
- Have persons A line up side by side facing the wall.
- Have persons B face partner (their back to wall).
- Students remain with partner communicating, until teacher says "rotate!" or signals ringing bell.
- When teacher says "rotate!" or rings bell, person A on end walks to other end and slides everyone down one person (persons B never move).

## Slide the Line Practice

- Using your Quick Draw item, talk with the person standing across from you.
- Ask them your 4 questions you have on the back of your drawing.
- Use your drawing as you talk.
- When you hear "rotate", person A on the far right will move all the way to the other and all persons A will slide down one.



## Around the Clock

- Pair students up and have one be A and one be B.
- Have persons A form a large circle (arm width apart) facing inwards.
- Persons B face partner forming an inner circle facing outward.
- Students remain with partner, until teacher says "rotate!" or rings bell.
- When teacher says "rotate!" or rings bell, person B moves one person to the right (person A never moves).
- **For both Slide the Line & Around the Clock, you can have them switch index cards, picture, etc. every so often so students now have to talk about something different.**

## Around the Clock Practice

- Ask the person standing across you the following questions about his/her clothing item.
  - What did you buy?
  - How much did it cost?
- When you hear "rotate", inner circle moves one person to the right.

## Think-Pair-Share

- Once students have practiced their dialogue using Circumlocomotion, Slide the Line, Around the Clock, etc. you can have students share their dialogue with the rest of the class.
- Call on a few pairs to model their dialogue to the class.



## See-Tell-Draw

Thanks Carolyn Wietzel! (Leander High School)



- **Objective:** Students will study, memorize, explain, listen, retell, and interpret visual/ audio cues in order to reproduce a visual that is in the hall.
- **Materials:** A picture prompt (to be hung in the hall); a line on the floor (can be made with tape); butcher paper and markers

## See-Tell-Draw Details

- Form groups of 4. Have students decide on roles (1 "see-er," 1 "draw-er" & 2 "tell-ers")
- See-er goes outside to study a picture, painting, or drawing
- for x minutes
- Tell-er #1 stands at a line by the door and listens to see-er when they return to the line (they can't go past the line)
- Afterwards, tell-er #1 goes back to the rest of the group and describes the picture, painting, or drawing that see-er described
- Draw-er draws the image that tell-er #1 describes
- See-er goes back outside to study it again and will come back in to describe it to the tell-er #2 with more details.
- Tell-er #2 describes the image to the draw-er. Teller #1 & #2 take turns meeting see-er at the line.

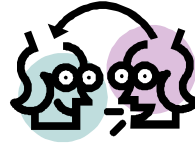
## See-Tell-Draw Instructions

- In Groups of 4: You need 1 "see-er," 1 "draw-er" & 2 "tell-ers"
- **See-er:** Looks at the picture in the hallway and describes it at the blue line IN SPANISH
- **Tell-er #1:** Listens to see-er describe picture in Spanish & then tells IN SPANISH what they saw to the draw-er
- **Draw-er:** Draws what is described
- **Tell-er #2:** Listens to see-er describe more & then tells the draw-er
- **ONLY SPEAK IN SPANISH!**

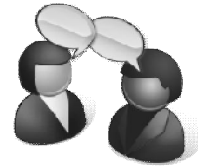
## APE (Accountability in Paired Exercises)

Thanks Grace E. Holmen! (Highland Park High School Dallas, TX)

- **Why do we need accountability?**
  - Engagement
  - Hold students accountable for their learning
  - Formative assessment
  - Develop a “good ear” which will help students hear their own mistakes and correct them.
- **Paired A/B Information Gap Activities for Speaking**
- Types of Paired Activities
  - Pictures only
  - Pictures and words
  - Word only



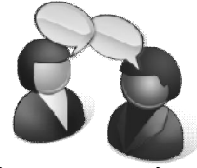
## Speaking Activity




- Fold paper in half along dotted line
- Student A will start by looking at pictures/ Student B looks at the questions.
- Student B asks A the question. Student A uses the picture to help answer correctly.
- **Do activity once and circle**
  - ‘yes’ if they answered correctly
  - ‘no’ if the answer was incorrect in any way.
- You can’t just give A the right answer as soon as he/she get it wrong – give clues – make sure they say it as it appears on your answer key!



## Speaking Activity



- Now it is time for Student B to look at pictures and Student A to look at the questions.
- Student A asks B the question. Student B uses the picture to help answer correctly.
- **Do activity once and circle**
  - 'yes' if they answered correctly 
  - 'no' if the answer was incorrect in any way.
- You can't just give B the right answer as soon as he/she get it wrong – give clues – make sure they say it as it appears on your answer key!

## Exchange papers and do the activity again

- Now switch papers.
- Put partners name on the 2<sup>nd</sup> column.
- Yes, you just saw the answers but now let's see if you were paying attention!

## Beach Ball Conversation

- A really wonderful activity is to use an inflatable beach ball to get your students talking.
- In each colored section of the ball write a sentence starter (in the target language, of course) using a permanent marker. Throw the ball to a student, and he/she has to make a complete sentence with the starter under his right thumb. Only one catch per student until everyone has had a turn.
- **Level I sample starters:**
  1. Simply write different subject pronouns Yo, Mis amigos, etc.
  2. En el verano ... , En el invierno... , etc.
  3. Write different groups of verbs, all –AR ´s or –irregulars in Yo
- **Upper level sample starters (difficulty increases)**
  1. On a nice day, I ...
  2. My friends and I always ... , I never ... , We sometimes, etc.,
  3. Yesterday..., Last week ... , Tomorrow ... , Many weekends ...
- The beach balls are pretty cheap to purchase and it would be easy to make several for different units or tenses.
- An alternative is to label one ball with numbers only. Put the numbers and corresponding starters on the board or overhead for whatever unit you're doing at the time.



## Beach Ball Conversation Practice

- Throw the ball to someone in the class.
- Catcher: Look at board to see the starter that corresponds to the number under your right thumb Make a complete sentence.
- Only one catch per student until everyone has had a turn.
- **STARTERS:**
  1. Yesterday...,
  2. Last week ... ,
  3. Tomorrow ... ,
  4. Today...,
  5. Next week...,
  6. You choose which starter







## Other Ideas



- Encourage participation by giving productivity grade (stamp page)
- Have students share answers with partner first then volunteer to share with class (lowers the affective filler)
- Give quick orals as part of an exam, i.e. randomly move about the room/or have students come to your desk and you ask students questions based on the topic while they are taking the quiz/test.

## Productivity (Stamp) Grades

Me llamo \_\_\_\_\_

MI PÁGINA DE ESTAMPAS

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15

15 = 100%	10 = 86%	5 = 66%
14 = 98%	9 = 82%	4 = 62%
13 = 96%	8 = 78%	3 = 58%
12 = 94%	7 = 74%	2 = 54%
11 = 90%	6 = 70%	1 = 50%

Me llamo \_\_\_\_\_

MI PÁGINA DE ESTAMPAS PARTICIPACION

1	2	3	4	5
6	7	8	9	10

10 = 100%
9 = 95%
8 = 90%
7 = 85%
6 = 80%
5 = 75%
4 = 70%
3 = 65%
2 = 60%
1 = 50%

## Quick Orals on Quizzes/Tests

### III. Verb Phrases. Translate.

39. I know how to jump. \_\_\_\_\_  
 40. We try to eat the pizza. \_\_\_\_\_  
 41. You have to drive the car. \_\_\_\_\_  
 42. They are going to visit Paris. \_\_\_\_\_

### IV. Direct Object Pronouns.

43. The camera is on the table. **Translate:** *You take it.* \_\_\_\_\_  
 44. She hears me. \_\_\_\_\_  
 45. You'll remember us. \_\_\_\_\_

### V. Indirect Object Pronouns.

46. I read a book to you. \_\_\_\_\_  
 47. We cook y'all dinner. \_\_\_\_\_  
 48. You sing to them. \_\_\_\_\_

### VI. Speaking section. I will come around and ask you 2 questions in Spanish. Answer them in complete sentences in Spanish. Do your best!

49. 0 \_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_  
 50. 0 \_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_

### Quarter 4 Exam Oral Questions

#### Fácil

- ¿Conoces a Oprah?
- ¿Recuerdas estudiar para el examen?
- ¿Sabes manejar?
- ¿Quieres ser policía?
- ¿Pierdes tu tarea?

#### Difícil

- ¿Qué oyes en la clase de matemáticas?
- ¿Qué cosas tienes en tu mochila?
- ¿Qué vas a hacer esta noche?
- ¿Con quién hablas por teléfono?
- ¿Adónde viajas este fin de semana?

**10 minute  
break!**

Writing



Writing

- Writing is a visual form of communication
- Writing is considered a *productive skill* because the writer creates new language and does not only interpret existing information.



(Foreign Language Teaching Methods 2010)

## Journaling



- Open ended use of language providing for student ownership
- Give students choices (of topics)
- Give varying target audiences ...use humor!
- Give students different mediums (ex: make comic)
- Grading techniques:
  - Completion with observation
  - Word Count (Free Writes)
  - Grading 1 out of every 5 journal entries
  - Use writing rubric (Can create one easily on [rubistar.4teachers.org](http://rubistar.4teachers.org))

## Journal Topics



- Write about your vacation. Use preterit and imperfect.
- What are you going to do this weekend? Use ir a + infinitivo
- Your best friend is having problems with his/her boy/girlfriend. Write a short letter giving him/her advice. Use the subjunctive.
- Write a disgusting recipe. Use formal commands.
- Describe what you and your family are doing right now. Use present progressive.
- You just bought a present for your friend. Make them guess what it is by giving a detailed description without mentioning what it is.
- Describe a time when you used Spanish outside the class. Where? When? With whom? Why? How did you feel afterward?
- Describe your daily routine. Include some reflexive verbs.
- What is your favorite band? Why? How do you feel after listening to their music.
- Which university would you like to attend? Why?
- The movie "I Am Legend" just became your reality. You are the only one left in the world. Use the subjunctive with impersonal expressions to make the situation a bit more rational. (Es importante, es bueno, es triste, es probable, es posible que, etc.)
- Describe some good and bad relationships. Use reciprocal reflexives where possible.
- You just won a million dollars. Make a list of gifts that you are going to buy for your family and friends. Use the word "para" to indicate the destination of the gift.
- Make a list of various things you did last week and for how much time you did them. Use the word "por" to indicate the period of time you did them.

## Free Writing



- Fluent writers of the language are able to write 100 words in five minutes. Even many second semester first year students are able to write 100 words in five minutes.
- **Objective:** Students write a certain number of words in a given time which allow the teacher to see the natural language, evaluate students' abilities and assess fluency.
- **Procedures:** When class begins, students start writing and are given 5 -10 minutes. When time is up, they count their words. Their goal is to continue to write without stopping and no editing or correcting
- **Grading:** Consider spelling, accent marks, and other punctuation as a separate skill when evaluating accuracy through freewriting. Students get one point for each word they write. You generally don't correct these. Record them, giving them a grade based on how many words they write.

*Ray, Blaine and Contee Seely*

## Topics/Guide Words

- You can let students choose whatever they would like to write about
- You can give them a topic. Some examples for 1<sup>st</sup> & 2<sup>nd</sup> year:
  - family -school - their (least) favorite class -their car
  - an ideal weekend - their room - their animal
- You could give them guide words to use. For example, write down five irregular verbs in the same tense and tell them they can write about anything they want but they have to use those words in their writing.
- Show a photograph on the screen and have them write about it (name the person, describe, tell where he/she is, describe where he/she is, what is happening?, why?, tell story, etc.)
- Show video and when there is a scene, freeze frame video and have students write about the scene.

## Free Write Rules

- Write without stopping for 10 minutes.
- No English words in the story except for names. If you don't know the word you want to use, explain it with words you do know.
- Keep the sentences and story line simple.
- Don't repeat words more than once in a row.
- Get your story idea ahead of time.
- Use lists if you have them.
- Use words that you already know.
- If you don't know a word, don't use it or reword the idea.
- Use as many adjectives as possible.
- Spell as accurately as you can and then move on.
- Add another character when you get stuck.
- Illogical stories are o.k.

## Free Writing Word Counting

- The amount of time depends on level. Can start at 10 minutes and shave off 30 seconds each time depending on how students are doing overall; don't go less than 5 minutes. Ultimate Goal 100 words in: *Level 1: 7 minutes Level 2: 6 minutes Level 3-AP: 5 minutes*
- Some teachers don't have them count certain words:
  - *Lower Level:* can count everything at first. Then later on could transition them to not counting a/an, proper names, etc.
  - *Higher Level:* Can't count a/an, the, proper names, redundancy.
- The assignment is worth 100 points, and students do not earn extra credit for exceeding 100 words, even though they are not permitted to stop writing when they have written 100 words.
- After the first few assignments, you may wish to conserve class time by assigning the freewriting exercise as homework.

## Example: Free Write with Prompt

- Escribe por lo menos (at least) 100 palabras
- You will write about Patricia va a California. Your choices are:
  - Create an additional chapter (the "real" final chapter)
  - Change a chapter you think needs improvement
- **All freewrite rules apply** – Write without stopping for 10 minutes, you may use your vocabulary lists (NOT the book or your worksheets), do not use ANY English words, keep the sentences and story line simple, use words that you already know.

## Example: Free Write with Prompt

- In today's freewrite you are going to talk about YOURSELF!  
So all of it is in the yo form
- **Ideas:**
- Adjectives to describe yourself
- What you like to do/eat
- Sports you play
- Color of your eyes, hair
- Number of brothers/sisters you have
- How old you are
- When your birthday is
- Where your from

- When time is up, count the number of words and write it on the top right hand section in your composition book, with today's date.




TIME IS UP

## After Writing

- I have students raise their hand based on 100 or more words, 90-99, 80-89, etc. so I can quickly access how the class did overall.
- I praise them for being able to write so much in Spanish!
- I give students a few minutes to share what they wrote with their partner – they love doing this!
- I then call on a few volunteers to share a section of their story (about 5 sentences) to the entire class.



## Passback Story

- Each student has own paper and write 2 -3 sentences (can include pictures), then tell students to pass their paper to another student, then that students adds 2-3 more sentences. Could do with computers, instead of passing papers, students change computers. 
- At end you could have students have someone else edit or do a self edit focusing on just on one grammar point at a time – for example noun/adjective agreement – have students correct in color.

Step 1: Write 2 sentences in Spanish (the beginning of a story).

Help: Hay = there is

Su nombre es = His/her name is

Pass your paper back to the person behind you  
(last row, bring it up to the first row.)

Step 2: Read the 2 sentences, correct any mistakes. Add 2 more sentences to the story. (write your name next to sentences)

Pass back.

Step 3: Read the first 4 sentences, correct any mistakes. Add 2 more sentences to the story. (write your name next to sentences)

Pass back.

Step 4: Read the first 6 sentences, correct any mistakes.  
Add 2 more sentences to finish the story. Give a title to the story. (write your name next to sentences)

Pass the story to the person to your LEFT.

Step 5: Draw 4 pictures to represent what happens in the story.

Now pass the story behind you.

Step 6: Translate the entire story to English. (write name next to translation)

**Variation:** Have students create 3 comprehension questions, then do another pass or return to original owner and have next person read story & answers questions.

## Tira Cómica (Comic Strip) Roughdraft

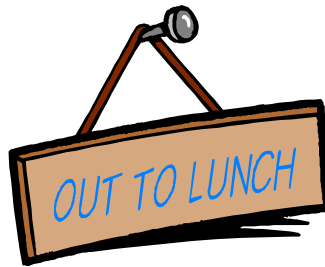
- You need to write a dialogue between two or more people. No pictures today, just write the dialogue. Be creative . . . tomorrow we will be turning these dialogues into a 4 panel comic on the computer!
- **Feel free to use any other words we know to make your conversation totally awesome!**
- As you write the dialogue, divide it into 4 scenes

## Comic Strip

- Go to [www.makebeliefscomix.com](http://www.makebeliefscomix.com)
- **Before** you begin your comic, choose the 4 panel comic
- Choose talk bubbles and insert into comic. Using your roughdraft, type the dialogue in the bubbles. Include ACCENTS.
- After you have typed up all your dialogue: Add characters, props, backgrounds, etc. Have fun!



- *Oral Practice:* [www.voki.com/create.php](http://www.voki.com/create.php) - create Avatar and record voice

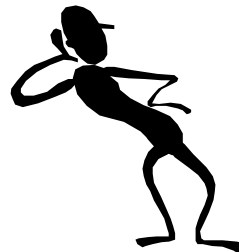


**See you back  
at 1:00pm**

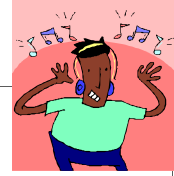
**Welcome back  
from lunch!  
Please grab a laptop  
and turn it on**



Listening



## Listening



Listening is important because it:

- occupies a big chunk of the time we spend communicating in the language.
- provides input that can be very significant for second language acquisition in general and for the development of the speaking skill in particular.
- promotes non-linear processing of language and encourages learners to develop "holistic" strategies to texts.
- As language teachers, we need to think of how we can incorporate listening into our teaching and provide opportunities both inside and outside the classroom for our students to be exposed to significant listening input.

• (*Foreign Language Teaching Methods* 2010)

## UT Proficiency Exercises



- Spanish: <http://www.laits.utexas.edu/spe>
- French: <http://www.laits.utexas.edu/fi/>
- **Spanish Proficiency Exercises** is a compilation of brief video clips in which Spanish native speakers from Latin America and Spain demonstrate various language tasks.
- **Français interactif** is organized into 13 chapters that deal with themes relevant to beginning French learners. There are vocabulary and interview videos that capture native speakers speaking about a particular topic.

## BBC Interactive Episodes



- Mi Vida Loca (an interactive video mystery set in Spain, 22 interactive episodes) : <http://www.bbc.co.uk/languages/spanish/mividaloca/> (see my website for worksheets)
- Ma France (24 interactive videos): <http://www.bbc.co.uk/languages/french/mafrance/flash/> (click "For Teachers" section for activities)
- Both focus on a range of practical situations and conversational topics: directions, dating, house-buying, food, etc

## Podcasts



- Spanish: <http://spanishpod.com/lessons/channels>
- French: <http://frenchpod.com/lessons/channels>
  - Free podcasts to listen/download: Spanish- Newbie Lessons & Del Taco a Tango, French- Voulez-vous chanter avec moi? & French Pod Café
- Free French Listening Podcasts (w/ cloze activities)
- <http://www.ielanguages.com/frenchlistening.html>
- <http://www.ielanguages.com/podcast/>
- Free Spanish Podcasts (w/Spanish & English transcript)
- <http://ssl4you.blogspot.com/>
- A List of Free Podcasts for many languages: <http://www.openculture.com/freelanguagelessons>

## Additional Websites for listening practice

### **Spanish:**

- BBC world in Spanish: [www.bbcmundo.com](http://www.bbcmundo.com)
- Radio de las Naciones Unidas:  
<http://www.unmultimedia.org/radio/spanish/>
- Spanish Language & Culture:  
<http://www.colby.edu/~bknelson/SLC/index.php>



### **French:**

- United Nations Radio in French:  
<http://www.unmultimedia.org/radio/french/>
- TFI [www.tf1.fr](http://www.tf1.fr)
- Friends & Company:  
<http://www.cle-inter.com/sites-compagnons/amis.html>
  - You'll meet four friends: Léa, whose page provides exercises; Theo who offers raps and songs ; Agathe, whose activities are designed from photos, and Max whose illustrations are used to support exercises.

## Listening Activities as Homework



- Give students a listening link for homework (podcast , video, etc.)
- Students can listen as many times as they like at home (Can give them a listening comprehension guide)
- When they return to the following class you play it one more time
- Give an assessment based on the listening

## Converting Videos using Real Player

- YouTube is blocked at school but you found a great video clip you would like to show your students in class.
- Real Player has one click video download that allows you to download the video to your computer. [www.real.com/realplayer](http://www.real.com/realplayer). You can also convert the videos to other file types (MP3, WMA, WMV etc.)

### How to download Web videos to your computer.

1. Find the video you want to add to your RealPlayer Library.
2. Hover your mouse over the video so that the "Download This Video" button appears above the right corner of the video.
3. Click on the "Download This Video" button and RealPlayer will begin downloading the video to your RealPlayer Library.



## YouTube

- Authentic language for
  - Culture and travel
  - Language
  - Music: songs, dance
  - Art
  - News-type videos, current and past
  - Film trailers
  - Fun





## YouTube Examples

- Music Video:
  - Mi Dulce Niña by Kumbia Kings featuring Pee Wee
- Culture Video:
  - Cascarones
  - El Grito
- Geography:
  - Central America Rock de Capiales
  - South America Rock de Capiales
- Fun:
  - Spanish Alphabet Song
  - Buenos Días Song



**Buenos días**

Good morning



## Find at least one activity you will use

- Go through the websites yourself and find at least one listening activity that you will use in your classroom and create the assignment to go with it.
  - Will your activity be done in class or assigned for homework?
  - How will you assess them? Answering comprehension questions, filling in blanks, giving a quiz, completing as warmup, etc.





## TPR (Total Physical Response)

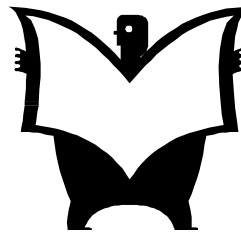
- Students learn through listening and respond physically to the words of the teacher. Great for beginners.
  - Could use first days of school to teach common commands you use in class (take out, pass, open, close, etc.).
  - Can use to introduce new vocabulary (body parts, prepositions, colors, adjectives, action verbs, etc.)
- Great for kinesthetic learners. Simple TPR activities do not require a great deal of teacher preparation (teach in chunks of 3 words).

## TPR Steps

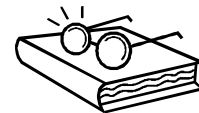


1. Models new vocabulary, only three new words at a time.
2. Delay modeling, using the pause between the narrative and students' reaction to assess how much more modeling is needed.
3. Once students are reacting to narratives without hesitation and with no modeling, move on to three more new words but continues to recycle old items throughout.
4. Present novel commands, unexpected combinations of familiar vocabulary. Then chain commands (linking 2-3 shorter commands together); students do not perform the action until the instructor has finished chain.
5. Vary the group size by addressing just the girls and then the boys; the right side of the room and the left, a few to front etc. As one group performs, the other watches.
6. Provide a formative assessment of the material. At first this may involve simply having students close their eyes and perform actions so the instructor can gauge hesitation and accuracy among individuals.

# Reading



# Reading



- Teachers should set a reading goal when asking students to read. Examples:
  - Find particular grammatical constructions.
  - Identify words that relate to particular features or topics of the reading.
- The ultimate goal in FL reading is the discovery of new knowledge. Enabling students to work toward that goal, even if only in small or periodic increments, contributes significantly to their development.

*(Foreign Language Teaching Methods 2010)*

## Free Reading – FVR

- Dr. Stephen Krashen argues that Free Voluntary Reading (FVR) programs are a very effective way of building fluency in a language.
- It is a source of vocabulary and spelling development as well as helps students understand sophisticated phrases.
- In order to acquire language through the written word, students need to read, not by force, but by access to a choice of interesting reading materials in the TL.
- It fosters an appreciation for reading in the students' second language.

(Krashen, *The Power of Reading*, 2004)



## Where to get books/magazines

- Half Price Books in Children's section
- Library Bookstores (old People en Español)
- Scholastic Club Leo (Spanish)
- Barnes & Noble
- Amazon
- Scholastic Foreign Language Magazines (French, German, Spanish) 5 issues per year  
[http://teacher.scholastic.com/products/classmags/mgm\\_french.htm](http://teacher.scholastic.com/products/classmags/mgm_french.htm)



# Scholastic Club Leo (Spanish)

<http://teacher.scholastic.com/clubs/clubleo/#tcool>

**PRIMAVERA SUPER OFERTAS**

**MIS AMIGOS**

**MIS PRIMEROS LIBROS**

**BILINGUAL BOOKS!**

**Amo mi mundo!**

**FAMILY PACKS!**

**¡HOLA DORA!**

Leer da poder. Para tener éxito en la escuela, hay que leer en el hogar. Book Clubs

## Leveling of Books

- | Novice - GREEN   | Intermediate - YELLOW   | Advanced - ORANGE   |
|--|---|---|
| <ul style="list-style-type: none"> <li>• <b>Novice-low:</b> Single words with a direct picture to word</li> <li>• <b>Novice-mid:</b> Phrases and short sentences with picture to word</li> <li>• <b>Novice-high:</b> Short sentences with a high correlation of pictures to words</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Intermediate-low:</b> One or two sentences per page. They still have pictures which help guide comprehension</li> <li>• <b>Intermediate-mid:</b> Short paragraphs and pictures help guide the comprehension of the text but do not have a direct correlation to every word</li> <li>• <b>Intermediate-high:</b> Longer paragraphs and few pictures help guide the comprehension of the text but do not have a direct correlation to every word</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Advanced:</b> Chapter books. They have few pictures, if any. Early elementary level books such as Junie B. Jones</li> <li>• <b>Advanced:</b> Novels, Harry Potter, Twilight, etc.</li> <li>• <b>Superior:</b> Written by native speakers and have a high level of culture throughout</li> </ul> |

Comics  
**PURPLE**

Fairytales  
**PINK**



## **HOW TO CHOOSE READING MATERIAL**

- Pick something **INTERESTING & COMPREHENSIBLE**. You should enjoy it and it should be relatively easy for you to read.
- It does not have to be utterly fascinating and you **DO NOT** have to understand every single word. It just has to hold your interest for a while and it has to be something that you can mostly understand. If you find you don't like it or can't understand it, read something else next time.
- You can also read the same thing again if you want. That is a good option too.



### Just a few reminders

- Don't flip through pages – actually concentrate on a page or two if need be.
- Reading strategies to use: Look for cognates, pictures to help you understand the text or cultural aspects, Spanish words you already know.
- Look at what is written and make silent predictions about what might happen next.
- Books are leveled to help you choose a book right for you: green star – beginner, yellow star – intermediate, orange star – advanced
- Within these levels there is even more leveling (low beginner, intermediate beginner, advanced beginner, etc.) I can help you choose book within in the level to help you find one good for you.

## During LECTURA SILENCIOSA (SILENT READING):

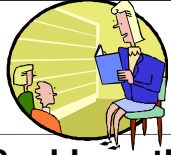
- NO BATHROOM PASSES
- NO GETTING NEW BOOKS
- NO THROWING AWAY TRASH
- NO SLEEPING
- NO TALKING
- NO WRITING
- ¿Por qué?
- Because we are reading, not avoiding reading.



## Post Free Reading Activity



- Escribe en tu calendario:
- El título de tu libro you read or el título de the article you read en la revista
- 4 palabras en español you recognized
- 3-4 palabras nuevas and their meaning
- 1-2 sentence summary of what you read (you can write this in English)

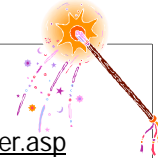


## Online Reading

- **Could use these websites for Digital Story time (use projector) or Free Reading (students read on own)**
- Story Place:(Spanish)  
<http://www.storyplace.org/sp/preschool/other.asp> and  
<http://www.storyplace.org/sp/eel/other.asp>
- International Children Library: (French, Spanish, German, Russian and much more!) Can read for free and anonymously. Or you can create an account to keep a bookshelf of books you like.  
<http://en.childrenslibrary.org/>
- Children's Books Online: (many languages)  
<http://www.lonvig.dk/lucca.htm>

## Preparing to write own Fairytales

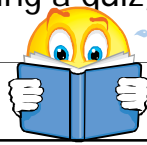
- **Use with a Printed Book or Online Book**
- **EXAMPLE:**
- **Go to the following website:** [www.storyplace.org/sp/eel/other.asp](http://www.storyplace.org/sp/eel/other.asp)
- You may choose to read one of the following stories: **La Pelota Dorada**, **Los Acertijos** or **Los Tres Animalitos**. Each story has preterite and imperfect. First you read the paragraph, then, when you click the arrow it shows you animation of what you just read about.
- For 3 scenes that you read, you need to write down one sentence from the story that has the preterite and one that has the imperfect. Then you need to give the reason for this tense. (Note: not all scenes include both tenses).
- **Don't forget:** When we are describing/setting the scene of the book and giving background we use imperfect and when we give the events we use preterite. See how it is done in the story you read.





## Find at least one online book you will use

- Go through the websites yourself and find at least one book that you will use in your class and create the assignment to go with it.
  - Will students read the book on own or will it be read for class story time?
  - Will your activity be done in class or assigned for homework?
  - Will you assess them? If so, how? Answering comprehension questions, writing summary, writing new words, taking a quiz, completing as warmup, etc.



## Meaningful Reading Activities

- Look for authentic resources that heighten intrinsic motivation. (Ex. personality quizzes)
- Use community resources (newspapers, magazines, web pages)
- Create an interest in the text (Ex. ¿Cuán apasionada eres?)
  - Heighten the interest by asking students pre-reading questions: "Are you passionate?", "What are the characteristics of a passionate person?"
- Ask them to form small groups (2-3) where they:
  - Predict who will be the most passionate in the group
  - Interpret the questions together, answering each question individually
  - Add points, read about their supposed personality, and compare results

Thanks for Coming!

May you create an even more  
communicative & engaging class  
this year!

## Word Cited

- Berry-Bravo, Judy. "Teaching the Art of Circumlocution." *Hispania* 76.2 May 1993: 371-377. *Jstor*. Web. 6 June 2010. <http://www.jstor.org/stable/344713>
- "Communication". *Merriam-Webster Online Dictionary*. 2011. Web. 6 June 2011.
- *Foreign Language Teaching Methods*. Carl Blyth, Editor. 2010. Texas Language Technology Center, University of Texas at Austin. Web. 9 April 2011. <http://coerll.utexas.edu/methods>
- Kearsley, Greg and Ben Shneiderman. "Engagement Theory: A framework for technology-based teaching and learning." 1999. Web. 6 June 2011. <http://home.sprynet.com/~gkearsley/engage.htm>
- Krashen, Stephen. "The 'fundamental pedagogical principle' in second language teaching." *Studia linguistica*. 35.1-2 (1981): 50-70. Print.
- Krashen, Stephen. *The Power of Reading: Insights from the Research*. Westport Connecticut: Libraries Unlimited, 2004. Print.
- Lee, J. 2000. *Tasks and Communicating in Language Classrooms*. New York: McGraw-Hill. Print.
- Ray, Blaine and Contee Seely. *Fluency through TPR Storytelling*. Berkeley, California: Command Performance Language Institute, 2000. Print.

## Useful Methods Website

- <http://coerll.utexas.edu/methods/>
- Professional development modules for FL teachers – focuses on all 4 skills (speaking, reading, writing, listening) as well as other aspects (vocabulary, assessment, etc.)
- The site contains video footage from an actual methods course held at the University of Texas at Austin.