

Websites and Activities Referenced in USC Upstate Presentation:

<http://www.lisalilley.wikispaces.com>

[ACTFL Proficiency Guidelines](http://www.actfl.org/files/public/Guidelinespeak.pdf)

<http://www.actfl.org/files/public/Guidelinespeak.pdf>

[The Keys to Assessing Language Performance by Paul Sandrock](https://myactfl.actfl.org/ACTFL_iMISPublic/Core/Orders/product.aspx?catid=2&prodid=432)

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Excellent website on rubrics from Fairfax County Virginia Schools

<http://www.fcps.edu/DIS/OHSICS/forlang/PALS/rubrics/>

Lots of FREE resources for Spanish, French, Chinese and EFL including downloadable books and video clips. I especially like the link to Flickr photo sets that can save students time in creating projects. Need to check this one out if you haven't yet!

<http://www.miscositas.com/>

Lost Civilization activity

www.lascaux.culture.fr

Fabulous website that allows one to "go inside" the caves of Lascaux and view the ancient paintings of animals painted on the cave walls.

National Enquirer activity: Student A begins by reading a statement. If B has the same statement, it must be true because it appeared in the *National Enquirer*. If it isn't on their paper, it must merely be a rumor. Students alternate reading statements. Follow the activity by having students look for patterns in the grammar and discuss.

Logical/Illogical Activity: Student A begins by reading a situation on their paper. Student B will read the response. They then mark their paper to determine if the response was logical or illogical. Students alternate reading situations to the other.

O La Una o La Otra (One or the Other Activity): Ask students to imagine there is a line dividing the classroom. Say two items. You may also wish to project photos of the two items to reinforce the vocabulary. Students must go to one or the other to show their preference; they may not straddle the line. To keep students from blindly following their friends, tighten up the activity by asking them to write their preference on an index card or sheet of paper as proof of their answer.

<http://www.youtube.com/watch?v=RkSjGP9IBHk>

Road to Monteverde, Costa Rica

<http://www.freetech4teachers.com/2011/01/my-fake-wall-create-fake-facebook-wall.html>

Ideas for how to set up and use a fake Facebook Wall as a way to teach characters from stories, literature, and history

<http://lingtlanguage.com/>

I'm really impressed with the promise of lingt. It looks like an especially good way to give students practice and feedback on oral and written assignments.

People That Inspire:

Janice Holter Kittok (Content Based Instruction through TPRS)

<http://www.educatorinservice.com>

Laurie Clarcq (thoughts on teaching)

<http://blog.heartsforteaching.com/>

Toni Theisen (tons of ideas for using tech in the classroom)

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

<http://twitter.com/tonitheisen>

Greg Duncan (Integrated Performance Assessments and much, much more!)

<http://www.interprepinc.com/Home.html>

Greg says the Districts making the greatest amount of progress are doing three things:

--setting proficiency targets to a specific year of learning

--creating instructional pathways to deliver targets

--assessing (internally and externally) to ensure they are reaching the targets

MORE TECHNOLOGY and USEFUL WEBSITES:

Alternatives to PowerPoint:

<http://www.slide.com/>

Prezi offers another way to break out of the expected format of PowerPoint

<http://www.prezi.com>

Animoto lets you add slides, video, music and text to make professional looking presentations

<http://www.animoto.com/>

Get your students to share their opinions:

<http://www.polleverywhere.com/>

Make interactive posters:

<http://www.glogster.com/>

Make word clouds to review vocabulary or ideas contained in a reading

<http://www.wordle.net>

Organize and share information easily with wikis:

<http://www.wikispaces.com>

A fantastic site for current cultural content for Spanish teachers and learners.

<http://zachary-jones.com/zambombazo/>

and his previous site Realidades now contains archived materials:

<http://zachary-jones.com/spanish/>

***From the 2010 Southern Conference on Language Teaching (SCOLT)
Winston-Salem, NC***

Energizers for an Active Language Classroom

Ken Stewart
Chapel Hill High School
Chapel Hill, NC

Carolina Vita-Shepherd
Durham School of the Arts
Durham, NC

[See more of Ken's ideas at:
https://sites.google.com/a/chccs.k12.nc.us/senorstewart/document-manager](https://sites.google.com/a/chccs.k12.nc.us/senorstewart/document-manager)

Pop-up:

This game is great for vocabulary review and quick recall. It can be adapted to any level depending on the task. Lower levels will likely rely on English translations, but intermediate and advanced classes are better suited to definitions and synonyms as clues.

Prepare two envelopes with the same word list in each. Divide the class into two teams. The words are on small, individual slips of paper. Lists are already made on Quia.com

Distribute the words to team A; distribute the exact same words (cut into separate slips of paper) to team B.

Each student should have 3-6 words on their desk.

The teacher describes the word, gives a definition or synonym. The first student to “pop-up” (stand up) and say the word earns the point for that team. The object is to actively listen and “beat out” the person on the opposing team holding the word that was described.

The teacher needs a complete list of the words. Mark out the words as they are used.

Pyramid 21:

This activity involves as much luck as it does skill. Therefore weaker students can be involved without intimidation.

Using the triangle set of numbers, 1-21, on the overhead (see attachment), the teacher sets an arbitrary point value for each number that is unknown to the students. Ken uses 21 index cards with the point value on the back.

The class is divided into two teams. Team A chooses a number from overhead. Using a vis-a-vis pen, the teacher marks that number off and asks the corresponding question to team A.

If the team answers correctly, they then decide (randomly) whether or not they wish to keep the points on the back of the card. This is because some of the cards are worth negative points! Even though they answer correctly, they could still lose points. They hate that part!!! So, they should gamble as to when to keep the points or give them to the opposing team. He has point values from +50 to -50. He also usually throws in a “+10 and a free turn”, or a “-10 and lose a turn” just to add interest.

Highest number of points wins.

1 2 3 4 5 6
7 8 9 10 11
12 13 14 15
16 17 18
19 20
21



Resources available through ACTFL

ACTFL Publications:

Your ACTFL membership marks you as a professional committed to staying up with current research and best practices. It also gives you a subscription to two excellent ACTFL publications, *Foreign Language Annals* and *The Language Educator*. I always learn

something by perusing the research articles in the FLAnnals but when I want to know more about practical classroom applications,

I turn to *The Language Educator*. Check out sample articles via this link:

<http://actfl.org/i4a/pages/index.cfm?pageid=4535>

“So You Say”

Each issue of *The Language Educator* includes a “So You Say” feature where readers offer their opinions on topics relevant to language education. Consider submitting an answer to the question posed for the next issue.

ACTFL Discover Languages Podcast contest:

Our students can be effective advocates for languages. Allow them to put their creativity on display and help promote language study by participating in ACTFL's podcast contest. Full information and past winner's podcasts are available via the following link:

<http://www.actflvideocontest.org/>

FREE Resource: ACTFL SmartBrief

I think the ACTFL *SmartBrief* is one of the smartest things around! It brings you weekly language education news from hundreds of publications covering current news, technology and trends, and regulatory affairs. You get a brief summary of each article and provide links back to the original sources. Best of all it is FREE to ANY language teacher!!!

<http://www.smartbrief.com/actfl/?campaign=widget>

ACTFL Online Community – Another FREE resource open to all educators!

The Online Community is growing into an excellent resource for language teachers. There is no cost, it is open to all, and it is very easy to join and navigate. Here you'll find networking opportunities, interesting blogs, uploaded materials, thought provoking discussions and much, much more. I'm hopeful it will become THE one-stop shopping destination for language teachers. Find out more and sign up at: <http://community.actfl.org/ACTFL/ACTFL/Home/>

ACTFL CONVENTION: The Ultimate PD Experience!

ACTFL 2011 Annual Convention and World Languages Expo

November 18-20, 2011, Denver, CO

Empowering Language Educators Through Collaboration

I always say that you don't really know your profession until you have the chance to see its breadth and depth at an ACTFL Convention. More than 6000 teachers, administrators, method instructors and students of foreign languages at all levels gather from across the world. The convention features over 600 educational sessions on a wide range of topics. One can easily spend hours in the Exhibition Hall learning about the latest technology, products and travel opportunities available to enhance language teaching and learning.

