

# Presentational Instructional Strategies

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## Speaking Strategies

### Speaking Process

- **Real world, authentic, or personal purpose for speaking:**
- **Presentational skills:** <http://www.speechtips.com/>
  - **A Hook:** The first 30 seconds of your speech are probably the most important. In that period of time you must grab the attention of the audience and engage their interest in what you are going to say in your speech. This can be achieved in several ways. For example, you could raise a thought-provoking question, make an interesting or controversial statement, recite a relevant quotation or even recount a joke. Once you have won the attention of the audience, your introduction should move seamlessly to the middle of your speech.
  - **Expansion of Topic:** The best way to set the body of your speech is by formulating a series of points that you would like to raise. In the context of your speech, a “point” could be a statement about a product, a joke about the bridegroom or a fond memory of the subject of a eulogy. The points should be organized so that related points follow one another and each point builds upon the previous one.

This will also give your speech a more logical progression and make the job of the listener a far easier one. Don't try to overwhelm your audience with countless points. It is better to make a small number of points well than to have too many points, none of which are made satisfactorily.
  - **Closing:** Summarize the main points of your speech. Provide your listeners with some further food for thought. Leave your audience with positive memories of your speech. End with a final thought/emotion.
- **Expectations for Speaking:** Give students the rubric in advance and show a model of a good presentation.
- **Formulaic Expressions:** Teach expressions such as “first of all,” “therefore,” and “in conclusion.”
- **Higher-Level Thinking Skills:** When planning a presentation, integrate ideas from Bryce Hedstrom's matrix of [\*Bloom's Taxonomy and Foreign Language Instruction\*](#).

## Presentational Instructional Strategies

- **Technology to Enhance Presentations:** PowerPoint, Prezi, Animoto, or a poster or drawing are good ways to enhance oral presentations. For a list of resources, click [here](#).
- **Portfolios of Oral Presentations:** Use [Google Voice](#) and other technology to create e-portfolios as an effective way to show growth in proficiency.
- **Can-Do Statements:** Encourage students to use the NCSSFL-ACTFL Can-Do Statements at the end of a presentation to evaluate their growth and set new goals for themselves.

### Teacher Strategies in the Affective Domain

- **Student Interests:** To personalize speaking activities, allow students to present on topics that interest them.
- **Group or Pair Work:** Speaking to a smaller number of students reduces anxiety.
- **Pausing and Transition Words:** Teach students how to pause and use phrases such as “in other words,” “additionally,” and “in my opinion.”
- **Wait Time:** Give students time to formulate a response to help reduce anxiety.
- **Error Correction:** Focus on errors that affect meaning, not form.

### Activities to Practice Speaking

- **Current Events:** Various students do weekly presentations on relevant, cultural topics with discussion questions for the class.
- **Weather Forecasting:** Students keep track of weather in the target culture(s), and a different student either gives a brief forecast orally or writes it on the board at the beginning of class.
- **Visual Cue:** Students view an interesting picture and describe it, tell a story about it, or ask questions about it.
- **Small Group Exposé:** Students give presentations to small groups of three to four students. Students in the group follow up with questions.
- **CollaboStories:** Students can generate collaborative, class stories in spoken or written form.

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- **Vocabulary:** Students are provided new vocabulary lists and look up a small group of words and present their meanings to the class with illustrations, charades, or definitions.

### Classroom Management and Instructional Strategies

- **Time Limits:** Set a time limit for speaking or specify the number of people with whom students can interact. Digital whiteboards have a timer that can be projected on the screen.
- **Vocabulary Generation:** Have students generate words and functions they will need for a task ahead of time.
- **Follow-Up on Speaking Activities:** Use a survey for students to write results; use student output as the springboard for another activity. (Davis, 1997)
- **Conjunctions and Transition Words:** Teach and model use of transitions and conjunctions to add fluency to oral presentations.
- **Videos:** Show a video of native speakers in a context that is of interest to students.

### Technologies

- **Digital Integration:**
  - Use TeacherTube, vodcasts, podcasts, Vokis, avatars for oral presentation tasks.
  - Use online voice recorders: [Eight Technologies](#), [Online Voice Recorder](#), [Vocaroo](#).
  - Use online platforms to house student recordings (e.g., Wikispace, Moodle, Blackboard).
  - Use [Google Voice](#) for recording via cellphones.
- **Online and Blended Environment:**
  - Conduct meetings or classes during synchronous sessions (e.g., Skype, Blackboard Collaborate, Adobe Connect, Elluminate, GoToMeeting).
  - Use synchronous sessions for targeted instruction and conversation. Use these sessions to promote collaboration and teamwork. Assign roles during teamwork.
  - Use asynchronous tools for independent student work (e.g., Edmodo, Schoology, Camtasia, webinars).

## Presentational Instructional Strategies

- Use online voice recorders (e.g., [Eight Technologies](#), [Google Voice](#), [Online Voice Recorder](#), [Vocaroo](#)).
- Use online platforms to house student recordings (e.g., Wikispace, Moodle, Blackboard).

### For Diverse Learners

- **Speaking Format Choice:** Let students choose the type of technology they would like to use to present (Prezi, PowerPoint, Voki, etc.).
- **SAFMEDS: (Say All Fast a Minute Each Day Shuffled):** Use this flashcard technique that helps build fluency. Especially helpful for students with High Incidence Disabilities for whom Inquiry Learning Instruction may not work. Basic information can be found [here](#).

## Writing Strategies

### Writing Process

- **Prewriting Strategies:** Use brainstorming, outlining, expansion and organizing thoughts. For more information on the writing process, click [here](#).
- **Formulaic Expressions:** Demonstrate the inclusion of expressions such as “first of all,” “therefore,” and “in conclusion.”
- **Writing Types:** Have students do a variety of writing types such as an academic essay, letter, critique, blog, tweet or email.
- **Conventions of Writing Genre:** If students are to write a persuasive essay, for example, teach them to include a thesis, supporting evidence, etc.
- **Guide Questions:** As students answer the questions, have them produce a draft of what they need to write.
- **Stream of Consciousness Writing:** Have students write for *X* amount of time without stopping, to encourage fluency. If graded, only content is graded, not structures.
- **Quick Writes:** Have students write on a topic, incorporating three ideas, in a set period of time. Teacher can provide model examples the first few times.

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- **Samples:** Show samples of writing and grading rubrics to demonstrate various levels of writing. Share the criteria/rubrics you will use to evaluate students' papers so they know what you want and how you want it presented.
- **Transitions:** Teach and model the use of transitions and conjunctions to add fluency and logical progression to written presentations. Give students a list of five or six simple sentences that are related, and then ask them to write the sentences as one sentence using connectors or embedding/combining information.
- **Group Writes/CollaboStories:** Have students generate collaborative class or group stories in written form. Pass a sheet of paper around the room and have each student write one sentence. Or hang large sheets of paper around the room and have students add one sentence to each story as they progress around the room.

### Revision

- **Revision Techniques:** Have students practice peer editing by giving them a specific criterion to look for (e.g., go through and look for subject-verb agreement). For a discussion of peer review, click [here](#).
- **Correction Codes:** Develop a numbered coding system for indicating written errors (e.g., #1 = subject-verb agreement). Provide a coordinating chart with an explanation and an example.
- **Can-Do Statements:** Encourage students to use the NCSSFL-ACTFL Can-Do Statements at the end of activities to evaluate their growth and set new goals for themselves.
- **Reflection Questions:** If you are not using Linguafolio®, ask students to reflect on self-performance or achievement and set goals. Possible questions: What did I do right? What did I learn? What do I still need to learn? What is my goal for next week? How can I achieve my goal?
- **Portfolio:** Have students keep track of their work in a portfolio and track their own growth and successes.

### Writing Activities

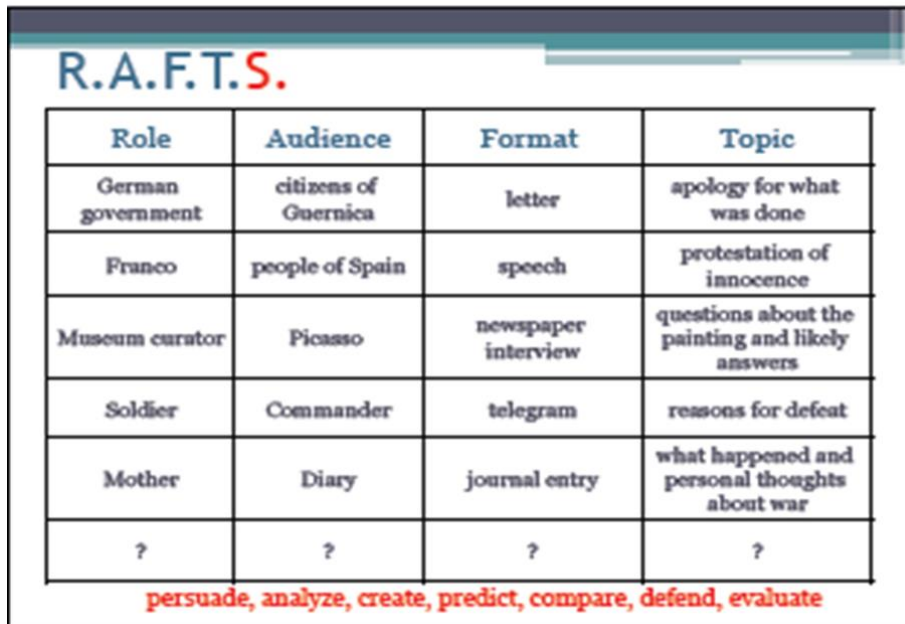
- **Mad Libs:** Create Mad Libs® to work on different elements of writing. The stories can then be turned into a listening activity.

## Presentational Instructional Strategies

- **Forecast:** Have students keep track of weather in the target culture(s), and ask one student either to give a brief forecast orally or write it on the board at the beginning of class.
- **Surveys:** Give students surveys to gather information about class interests. Use these interests in future assignments.
- **Journals:** Have students keep a journal (notebook, blog, etc.). Provide a sample topic or allow students to choose their own. Journals don't have to be graded, but follow-up sharing in small groups or with the whole class could provide a basis for conversation.
- **Daily Writing Journal Prompts:** (Laura Terrill)
  - It's awful when I can't ...
  - When I'm bored ...
  - What I like most about myself ...
  - Something strange I saw ...
  - I couldn't sleep ...
  - What does it mean to be (lazy)?
  - I went to the end of the rainbow and found ...
  - I have a dream ...
  - When I see (red), I think ...
  - I am happy when ...
  - Next year I want to ...
  - On this day in 1858, the patent for a pencil with an attached eraser was issued. Taking your pencil's point of view, what do you think a typical day in your classroom would be like?
- **Class Blog:** Establish a class wiki/blog/course management system (e.g., Moodle). Each student is responsible for adding a link to an article that he or she finds interesting or relevant, which can lead to class discussion online or in class.
- **Building Blocks:** Start with a simple statement and encourage students to elaborate on the information. For example: "Rosa made tortillas." (Where? With whom? When? At what time? Why?) For more information on this strategy and other strategies by Laura Terrill, click [here](#).
- **Paragraph Design:** Have students write a topic sentence of at least 10 words, three supporting sentences and a closing sentence of at least 10 words.
- **Picture Prompt:** Show students an interesting picture or series of pictures. Discuss (interpersonal) and then ask them to write the story that goes with the pictures. (Laura Terrill)

# Presentational Instructional Strategies

- **Postcard:** Create a background story for a postcard that arrives from another country 20–50 years after it was sent. Perhaps it was a soldier writing home to his fiancée. The fiancée was your (mother, grandmother, etc.) and is now deceased. How would you respond to that postcard? (Laura Terrill)
- **Outline Expansion:** Have students create an outline, perhaps a day in Paris (got up, got dressed, visited the Eiffel Tower, etc.). Students must ask three to five questions to expand on this outline and then write a much more detailed description of their day. (Laura Terrill)
- **RAFTS:** Assign students roles to play, an audience to present to, and a format and topic. Click [here](#) for more information (*Toni Theisen*). This chart provided by [Laura Terrill](#) is an example:



The image shows a chart titled "R.A.F.T.S." with a table below it. The table has four columns: Role, Audience, Format, and Topic. It lists various roles and their corresponding audiences, formats, and topics related to the Guernica painting. Below the table, the words "persuade, analyze, create, predict, compare, defend, evaluate" are written in red.

Role	Audience	Format	Topic
German government	citizens of Guernica	letter	apology for what was done
Franco	people of Spain	speech	protestation of innocence
Museum curator	Picasso	newspaper interview	questions about the painting and likely answers
Soldier	Commander	telegram	reasons for defeat
Mother	Diary	journal entry	what happened and personal thoughts about war
?	?	?	?

persuade, analyze, create, predict, compare, defend, evaluate

## Technologies

- **Digital, Online or Blended Environment:**
  - Use discussion forums (e.g., Schoology, Edmodo) for writing tasks.
  - Use document-share technologies (e.g., Google Docs/Dropbox) for student collaboration.



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- Use online platforms (e.g., Moodle, Blackboard, Wikispaces, Weebly) to display student work.
- Use email, Twitter, wikis, blogs, Weebly or other Web-based authoring tools to disseminate information or collaborate on projects.
- Conduct meetings or classes during synchronous sessions (e.g., Skype, Blackboard Collaborate, Adobe Connect, Elluminate, GoToMeeting).
- Use synchronous sessions for targeted instruction and conversation. Use these sessions to promote collaboration and teamwork. Assign roles during teamwork.
- Use asynchronous tools for independent student work (e.g., Edmodo, Schoology, Camtasia, webinars).
- **E-portfolios on Google Drive:** Click [here](#) for information on how to use Google Drive.
- **E-portfolios on Livebinder:** For information on how to use [Livebinder](#), click [here](#).

### For Diverse Learners

- **Tic-Tac-Toe Boards:** Differentiate assignments related to learning tasks. For more information, click [here](#).
- **Speaking Format Choice:** Let students choose the type of technology they would like to use to present (Prezi, PowerPoint, Voki, etc.).
- **RAFT Assignments:** Described [above](#).
- **Differentiated Zones:** Give tiered assignments based on formative assessments.
  - Group students by area of Extend, Remediation, Practice.
  - Provide a different assignment for each group.
  - Have those students who understand, work in an extension group. Give a related topic, perhaps at a deeper level.
  - Have those students who need refinement work in the practice group; they have some understanding, but not full.

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- Provide more work with the teacher for a remediation group that does not show understanding.
- **Round Robin Essay Writing:** Provide each student with a device to type the answer to an essay question. Each student answers the question; then, after each minute, students change devices. Students must edit the essay that is in front of them before adding anything else.
- **(RC):** Promote student participation and achievement by using printed cards provided by the teacher (red/green cards; cards with pictures on them; cards with words on them) or a writing board (dry erase whiteboard; small chalkboard). Teacher asks a question, and students use RC or whiteboard to answer.
- **Differentiation:** For information from Toni Thiesen about ways to differentiate instruction in the world language classroom, click [here](#).
- **Learning Styles:** Present vocabulary auditorily, visually, and kinesthetically.
- **Vocabulary:** Give students options for studying vocabulary, such as computer-based ([Quizlet](#)), flashcards, study-buddy, practice tests, parent quiz.
- **Pre-Tests:** Give a pre-test to assess where individual students need to start in a given topic or unit.
- **Project Breakdown:** Break down longer projects into smaller tasks with frequent checkpoints for students.
- **Fist of Five for Quick Checks:** Use this quick check: 5 fingers = "I could teach this to someone"; 1 = "I'm totally lost." One finger for A, two fingers for B. For more information, click [here](#).
- **Stomp Response:** Stomp once for true, stomp twice for false.
- **Time Trials:** Have students perform a skill as many times as they can in a brief period. Especially helpful to students who may need repetition.
- **Special Interest Area:** Identify a student's Special Interest Area (SIA) by taking a multiple-intelligence inventory or including activities that incorporate visual/spatial, linguistic, logical/mathematical, kinesthetic, musical, interpersonal, intrapersonal, or artistic learning. This special interest can be used to motivate students and to teach academic and social skills. For more information, click [here](#) and [here](#).

## Presentational Instructional Strategies

- **Peer Tutoring:** Ask a high-achieving student to work with a student who has not yet mastered the skill. Teacher defines learning tasks and assigns roles. Students may take turns in the roles of tutor/tutee to give both students many opportunities to respond.
- **Curriculum Compacting:** Especially helpful for native speakers and gifted and talented students. Once student's knowledge and skills have been assessed, determine the content to be eliminated and replaced by more appropriate content to meet the student's needs.\* With gifted and talented students, the idea is not to increase the amount of work, but to make the curriculum more challenging.
- **Picture Exchange Communication System (PECS):** Teach non-verbal students to communicate with pictures. This is especially helpful for students with autism. Steps for implementation can be found [here](#).
- **Formative Assessment and Homework Alternatives:** For further information, click [here](#).
- **Grouping Strategies:** Use grouping cards to change groups frequently. For more information, click [here](#).
- **Word Association Activities:** For further information, click [here](#).