

Technology in the Foreign Language Classroom

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Abstract

Although national standards such as the Standards for Foreign Language Learning in the 21st Century (National Standards in Foreign Language Education Project, 1999) and the National Educational Technology Standards (ISTE, 2000) advocate the need for enhanced curricular integration of technology, the reality is that colleges of education nationally are inconsistent in the technology requirements demanded of its pre-service teachers. In addition, current foreign language pedagogy supports the use of technology to increase the opportunities for communicative practice in three contexts: interpersonal, interpretive, and presentational modes. To prepare its majors for the increasingly technologically complex demands of the field of education, the foreign language education program at a large, metropolitan Central Florida university developed and implemented a technology course that uniquely addressed concerns of foreign language educators. In this article, the author details the course objectives, content, activities, and assignments.

Keywords : *Instructional media; Technology integration; Educational technology*

Introduction

Requisites for improved instructional effectiveness in all disciplines have become more stringent as the result of increased teacher accountability and the move toward performance assessment. National standards such as the *Standards for Foreign Language Learning in the 21st Century* (National Standards in Foreign Language Education Project, 1999) and the *National Educational Technology Standards* (ISTE, 2000) are shaping current foreign language instruction. Curricular integration of technology as a means to address these standards is increasing in popularity, as educators become more willing to serve as facilitators and learn from their students, many of whom are more computer proficient than they. “Many foreign language teachers in multimedia-enhanced, learner-centered classrooms are beginning to acknowledge this newest role [as learner] and seem willing to accept it openly” (Spodark, 2001, p. 51). The national standards for foreign lan-

guage, which recommend expected student outcomes in the areas of communication, cultures, connections, comparisons, and communities, explain the importance of technological integration in foreign language courses:

Access to a variety of technologies ranging from computer-assisted instruction to interactive video, CD-ROM, the Internet, electronic mail, and the World Wide Web, will help students strengthen linguistic skills, establish interactions with peers, and learn about contemporary culture and everyday life in the target country. (*National Standards in Foreign Language Education Project*, 1999, p. 35)

In a project initiated by the International Society for Technology in Education (ISTE), the Standards for Foreign Language Learning in the 21st Century were cross-referenced with the National Educational Technology Standards (NETS-T). The NETS-T Project sought to develop national standards for PreK-12 curricular integration of technology, and delineate means of technological support, student assessment, and evaluation of technology use by school personnel, inclusive of students (ISTE, 2000). The correlation of the NETS-T with the national foreign language standards is reflected in the following information retrieved from the ISTE Web site.

Standards for Foreign Language Learning

Communication: Communicate in languages other than English

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

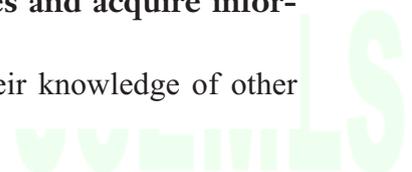
Cultures: Gain knowledge and understanding of other cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connections: Connect with other disciplines and acquire information

Standard 3.1: Students reinforce and further their knowledge of other



disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Comparisons: Develop insight into the nature of language and culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

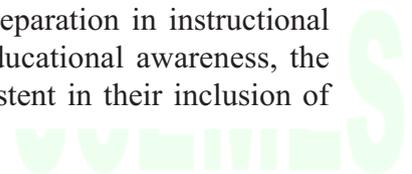
Communities: Participate in multilingual communities at home and around the world

Standard 5.1: Students use the language both within and beyond the school setting.

Standard 5.2: Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. (ISTE, 2000)

ISTE suggests that attainment of the above student competencies can be facilitated by curricular integration of technology (ISTE, 2000).

Teacher preparation programs, whose role is to prepare future teachers to meet the demands of **today's** educational arena, must train preservice teachers in the area of instructional technology. "Technology offers vast possibilities for language development and connection to the cultures of the world where the target language is spoken" (Cunningham & Redmond, 2002, p. 44). Students can engage in rich, authentic discourse with peers in the target culture through e-pals. In addition, teachers lacking appropriate realia, authentic cultural artifacts acquired from the target culture, can simply access the Internet and acquire the materials they need to bring language to life (Curtain and Pesola, 1994). Yet, according to a study conducted by Northup & Little (1996), only 50% of U.S. colleges of education required instructional technology courses in their teacher preparation programs. This concern is reiterated in the 1995 Office of Technology Assessment report entitled *Teachers and Technology: Making the connection*. This document states that although the need for better teacher preparation in instructional technology is achieving greater prominence in educational awareness, the truth is that teacher training programs are inconsistent in their inclusion of



technology requirements (U.S. Congress, 1995).

Technology can greatly enrich the communicatively-based approach prevalent in current foreign language practice. Contemporary pedagogy focuses on communicative competence, or the ability to utilize language in a meaningful, functional, and contextual mode. This approach categorizes communication into three “communicative modes” that reflect distinctions in the purpose and context of the discourse (Brecht & Walton, 1994): the interpersonal mode, the interpretive mode, and the presentational mode. Active negotiation of meaning in which individuals carefully observe each other in order to glean meaning from the interaction characterizes the interpersonal mode. “The interpersonal mode is most obvious in conversation, but both the interpersonal and negotiated dimensions can be realized through reading and writing, such as the exchange of personal letters or of electronic mail messages” (National Standards in Foreign Language Education Project, 1999, p. 36). The interpretative mode requires participants to infer meaning without the opportunity for negotiation of meaning. Individuals engage in “one-way” communication such as that performed when interpreting movies, radio and television broadcasts, textual information, and speeches (National Standards in Foreign Language Education Project, 1999). Participants engaging in the presentational mode are typically involved in the creation of “spoken or written communication for people (an audience) with whom there is no immediate personal contact or which takes place in a one-to-many mode” (National Standards in Foreign Language Education Project, 1999, p. 37). Ideally, classroom activities should provide opportunities for students to gain proficiency in all three communicative modes.

Technology can effectively provide additional practice in the various communicative modes while simultaneously addressing the Standards for Foreign Language Learning in the 21st Century and the NETS-T. To better prepare future foreign language teachers to integrate technology into their curricula to enhance student proficiency in the language, the foreign language education program at a large, metropolitan university in Central Florida developed a course called Technology in the Foreign Language Classroom. The course objectives, content, activities, and assignments are delineated in this article.

Background

In order to provide generalized training in instructional technology, a prerequisite for entrance into the college of education is a course entitled Technology for Educators. According to the university catalog, the course

content includes “classroom management tools, multimedia, communication networks, interactivity, educational software and legal, ethical and social issues” ([University name] 2002-2003 catalog, 2002). Since the course is a “generic” overview course, it does not address technological uses unique to individual disciplines. Technology in the Foreign Language Classroom was developed to specifically target foreign language educators.

The Course: Technology in the Foreign Language Classroom

The course, Technology in the Foreign Language Classroom, was designed to address technological needs unique to current foreign language instruction. It was a requisite in the teacher preparation program for initial certification in foreign language education. Course objectives were closely tied to the Standards for Foreign Language Learning in the 21st Century (National Standards in Foreign Language Education Project, 1999) and the NETS-T (ISTE, 2000). The course syllabus (see Appendix) addressed these standards in the following student objectives:

- * Evaluate different foreign language software packages.
- * Identify as resources a variety of foreign language sites on the Web.
- * Establish an e-mail relationship with an individual from their target language country.
- * Create a technology-based activity.
- * Implement a technology-based activity.
- * Utilize PowerPoint in the creation of instructional materials.
- * Access electronic support systems designed to facilitate teachers in the development of lesson plans, units, and curricula aligned with Florida’s Sunshine State Standards.
- * Identify components of today’s foreign language laboratory.
- * Conduct a school observation in order to determine the school’s technology resources.
- * Enhance cultural authenticity of instruction by integrating authentic target culture items accessed from the Web.

The class met for one 3-hour class session per week in a computer lab. During weeks when students were working on special projects, students were not required to attend the class session unless they needed instructor assistance in the completion of an exercise or clarification of course material.

Course assignments/activities

E-pals

Students established an e-pal relationship with another student from the

target culture. They visited the Computer Pals Across the World Web site at <http://reach.ucf.edu/~cpaw>. Another option was to:

Choose a search engine by selecting your browser's Net Search and conduct a search for pen pal sites on the Web. Try combinations of the following keywords: pen pal, pen friend, international correspondence, email pals, email networks, email discussion groups.... Select a pen pal site for closer inspection. . . . Fill out an entry form and post it with the service. Carefully read all directions and rules for participation. Find at least two pen pals with whom you would like to correspond. Send them an introductory email. Be sure to include a brief description of yourself and an explanation about why you wish to strike up a correspondence. And don't forget to mention how you got their email address. (Blyth, 1998, p. 98)

The students maintained copies of their and their pals' email messages as evidence of their completion of this activity. This course requirement provided students additional practice in the interpersonal communicative mode, as they were continually engaged in negotiation of meaning in their discourse with their e-pal. The Communities component of the Standards for Foreign Language Learning in the 21 Century, which advocates the usage of the target language outside the confines of the classroom, was also addressed as the students completed this assignment.

The integration of the National Standards and Technology

The preservice teachers were given examples of the Standards for Foreign Language Learning in the 21st Century and asked to develop activities that would enable their students to satisfy these standards. The next step of this exercise directed them to enhance the activity with media. A sample question of this activity, derived from the work of C. Kendall (1999), can be found in Figure 1.

Figure 1 Standards Worksheet

Goal 3: Connect with other disciplines and acquire information [Connections Standard of Standards for Foreign Language Learning in the 21st Century]

Standard 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language

Explanation: Cross-curricular activities which reinforce the learning of other classes. Activities are in the target language, but reinforce the material learned in a different discipline.

Sample Activity	Sample Activity Incorporating Technology
Brainstorm a unit topic (unifying theme for a series of lesson plans) and jot down other content areas that can be addressed in the lessons.	Select a unifying theme for a unit and create a semantic web using the software program "Inspiration". Via the web, indicate the relationships between different aspects of other disciplines and the theme.

Note: Standards Worksheet item created by C. Kendall (1999).

Interdisciplinary collaborative project

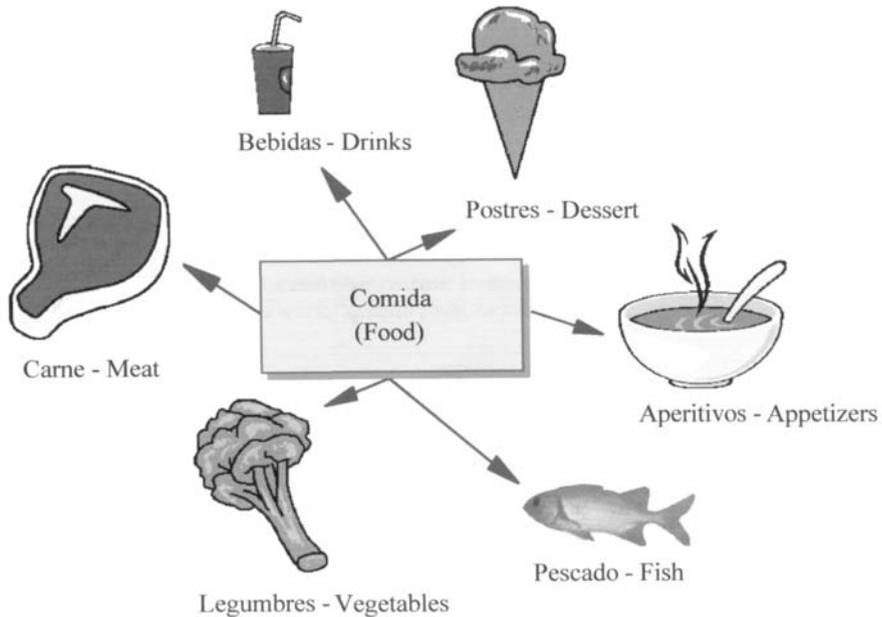
At this university, the foreign language department and the foreign language education program are housed in different colleges. The foreign language department is contained within the College of Arts and Sciences, while the foreign language education program is part of the College of Education. As interdisciplinary projects are growing in prominence nationally, numerous colleges are seeking ways by which to integrate curricula cross-college. Research has corroborated benefits of collaboration to both students and faculty (Braun & Robb, 1991; Freeman, 1992; Lorenz & Verdaguer, 1997). A collaborative relationship was established between the foreign language department and the foreign language education program through an on-line assignment on WebCT, a course management program that ran on the university's server. Faculty decided to begin cross-college collaboration within the context of their 1000-level Spanish and French classes since those classes already had a WebCT assignment in place. Students in these classes were required to respond on a weekly basis to questions posed by their instructor on WebCT. The questions necessitated student response in the target language and provided the students with additional practice in reading comprehension and writing. Questions typically asked the students to elaborate on topics that had been discussed in class, thus providing further reinforcement of the material as well as additional communicative opportunities. An example of a question is the following: "Tell me about yourself. What is your name? How old are you? Where do you live?" Instructors then commented on the students' responses by providing linguistic extensions, contributing constructive grammatical feedback, and/or by continuing the conversation in a natural way.

This on-line requirement provided a natural venue for practice in a novel

form of assessment for the foreign language education majors taking Technology in the Foreign Language Classroom. Instead of the foreign language instructors addressing the written productions of their own students, students in Technology in the Foreign Language Classroom assumed this responsibility on a weekly basis. This afforded some unique opportunities: language students communicated with peers in another class and received prompt feedback and education students received practical experience in a very different mode of assessment. Both groups of students engaged in making “adjustments and clarifications ... accordingly” (National Standards in Foreign Language Education Project, 1999, p. 36), gaining additional reinforcement of skills in the interpersonal mode. In order to monitor their students’ continuance of their respective roles in this assignment, faculty from both programs accessed the Website weekly to determine the frequency and quality of the students’ writings and feedback. Feedback from the foreign language education students with respect to this experience was overwhelmingly positive, although they did express a desire to have some face-to-face interaction with the language students. They found the unique mode of assessment to be challenging, yet intriguing. They also appreciated being given the opportunity to become familiar with the typical types of errors they would encounter in second language learners progressing through the natural stages of language acquisition (Verkler, 2002).

Technology-generated instructional aid

Using PowerPoint, Inspiration, or some other software program that students learned in Technology for Educators, students created an instructional aid such a transparency, poster, handout, etc. Students explained the usage of the particular item within an actual lesson, indicating how the aid would enhance their students’ comprehension of the lesson content. Most students opted to create an item that they would utilize when teaching a concept, an activity that provided them with additional time in the presentational mode. See Figure 2 for an example of a semantic map created by a student.

Figure 2 Technology-generated Instructional Aid

Technology-based activity

This activity required students to develop and implement a 10-minute activity based on cultural information secured from the Internet. The assignment constituted an indication of the students' ability to apply what they obtained from the Internet to an actual classroom activity. To complete this exercise, they engaged in all three communicative modes: a. interpretive as they gleaned meaning from the Internet information while converting it into a hands-on instructional exercise; b. presentational as they readied the material for its delivery to their classmates, who would function as their students; and c. interpersonal as they negotiated meaning with their "students" during the implementation of their lesson.

One of the technology-based activities, which involved cooking Spanish entrées, required the students to access a Web site consisting of recipes written in the target language. Students downloaded the directions for a simple recipe and cooked the meal. Another activity instructed the students to access a variety of Web sites to collect travel-related information concerning their target culture. The information was then utilized in the creation of travel brochures.

School observation

Students assumed the role of a teacher new to a school who needed to determine the school's availability of technology resources. Students visited

a school to research the following queries: a. What equipment is available to you in your school? b. To whom will you go for help and information? c. What are other teachers in your school doing with technology, especially for languages? d. Find out what technology resources (audio, video, graphic, and computer) are available at the school. e. How do you reserve equipment? (See the syllabus for the complete list of questions). The responses were synthesized into a report for class dissemination.

Software evaluation

Arrangements were made with the foreign language department to familiarize the foreign language education students with the university's foreign language laboratory and software. During one class session, the students met in the foreign language laboratory where they were instructed by one of the foreign language instructors. As foreign language education majors, they were familiar with the operation of the laboratory equipment. However, during the session, they became privy to the current inventory of software owned by the foreign language department, while using an evaluation form on which to summarize their review of the software (see syllabus for software evaluation checklist). This activity was mutually beneficial to both students and foreign language faculty. The students became familiar with currently available software and the process of software evaluation; faculty appreciated the evaluation of new software for which decisions for purchase needed to be made. The students' evaluation facilitated the decision-making process.

List of Internet sites

After searching a number of Internet sites, the students prepared a list of four sites that impressed them as being good foreign language resources. For each site, students provided the following information: a. name of the site; b. its URL; c. the site's main database information (i.e., is it used mainly for locating jobs requiring foreign language proficiency or is it used for locating pen pals, etc.); and d. three reasons why they thought it was a good resource (e.g., it provided countless jobs that are available internationally; it searched for topics that are conceptually similar, etc.).

Professional portfolio

The conceptual framework, the "rationale and organizing principles that guide the development of the curriculum for professional education" (National Council for Accreditation of Teacher Education, 1995), for this university's College of Education is the "Facilitating Reflective Practitioner." This paradigm drives all components of the teacher education program at this university. As a reflective practitioner, one's "professional

practice [will be] characterized by reflection, active learning and inquiry, and assisting students in becoming active participants in their own intellectual growth” (Wigle & White, 1998). The goal of the College of Education is to develop practitioners who use reflection as a tool for decision-making. The primary vehicle for reflection selected by this College is the professional portfolio, which is composed of artifacts representing the students’ experiences and reflections indicative of the meaning gleaned from each experience.

Portfolios had typically been submitted in hard copy format for evaluation. Given the portfolios’ cumbersome nature, faculty often discussed converting them to electronic portfolio format. To initiate this conversion, the author required her preservice teachers to compile and present their portfolios in electronic format. The author had attended an electronic portfolio workshop the previous semester in which she had created a portfolio template using the software program *HyperStudio*, (see Figure 3 for a template example). In the context of Technology in the Foreign Language Classroom, preservice teachers were familiarized with HyperStudio and the conversion of their hard copy portfolios to electronic copy on a zip disk. At the end of the semester, they presented their electronic portfolios to the class.

Figure 3 Hyperstudio Template for Evidence and Reflection Components of the Role of the Teacher Section of the Professional Portfolio

Role of Teacher Evidence

{Place your Evidence here. Remember to delete this text.}

{Evidence for this area might include journal entries, interviews, reports, journal, magazine, or newspaper articles, analysis of a workshop, special project, or proof of employment as a scout master, club sponsor, etc.}

Role of Teacher Reflection

{Place your Introduction here. Remember to delete this text.}

{Place the body of the reflection here. Remember to delete this text.}

{Place your closure paragraph here. Remember to delete this text.}

Final project: Technology-enhanced lesson presentation

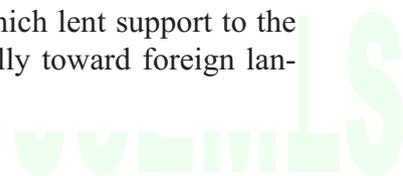
For their final project, the students planned and implemented 20-minute interactive, hands-on, and culturally authentic lessons integrating technology in such a way that it enhanced instruction and acquisition of the lesson content. The lessons addressed the elementary, middle, or high school level. The assignment served as the main assessment of the students' comprehension of and ability to put into practice the principles and pedagogy that they learned during the course, while addressing the Standards for Foreign Language Learning in the 21st Century and the National Educational Technology Standards. The lesson also allowed the instructor to gauge each student's ability to integrate all three communicative modes in the planning and implementation of a lesson.

Students' lesson presentations were videotaped for the purposes of subsequent class critique and reflection. The criteria for evaluation were: a. clarity of lesson objectives; b. successful integration of technology; c. demonstration of the ability to present language and culture in a contextualized way; d. use of at least two instructional strategies instead of lecture; e. appropriate and clear communication; f. provision of interactive experiences; g. inclusion of appropriate mode(s) of assessment; and h. focus of lesson.

Student Response to Technology

To assess the effectiveness of the class in addressing the technological needs of the students, the author asked students for feedback concerning their experiences in the course. They stated that the technology provided them with new teaching ideas. They also appreciated the variety of topics covered by the class. The training they received in the integration of technology and course content to maximize practice in the three communicative modes was also listed as a benefit of the course. Another positive aspect of the curriculum, according to the students, was the collaborative project with the foreign language department, an experience that presented them with a novel mode of instruction and assessment.

One of the few negative student comments was the need for additional time to review and practice software programs taught in Technology for Educators a year or two previously. They also requested additional training in efficiently surfing the Web for instructional resources. However, the overall responses from the students were positive, which lent support to the continuance of a technology course geared specifically toward foreign language education majors.



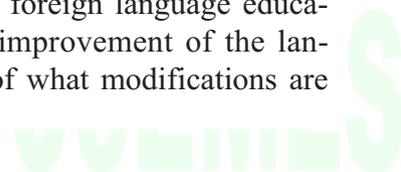
Future Plans

Future plans include a hands-on review of some of the software programs taught in the prerequisite course Technology for Educators. Students indicated that although they had learned PowerPoint in that course, they needed a review because they had not used the program in the year or two since taking that class. Another student requested instruction in surfing the Internet efficiently, learning shortcuts, narrowing searches, etc. Modifications in the course curriculum could easily accommodate this request. Other suggested additions to the curriculum included the creation of interactive Web pages, increased instruction in and application of *iMovie* software and videoconferencing, expertise that would greatly increase opportunities for communicative practice in the target language.

Conclusion

Teacher education programs must be constantly updated so that their graduates are prepared for an increasingly technologically complex world. This endeavor is tremendously challenging, given that new practices and equipment become obsolete almost immediately. Yet, teacher preparation programs would be doing their graduates a grave disservice if instructional technology were not included in the curriculum. In addition, current foreign language education theory espouses instruction that is student-directed and student-centered, a perspective that lends itself well to the use of technology in the classroom. “Multimedia capabilities have broadened the scope and enhanced the potential application of computers in foreign language education by providing useful student-centered learning environments with cultural presentations and interaction tailored to the needs and interests of the individual learner” (Lafford & Lafford, 1997, p. 215).

As indicated by the National Educational Technology Standards, technology ties in well with the Standards for Foreign Language Learning in the 21st Century. In addition, technology, because it **vastly** increases availability of student and faculty resources, can enhance the opportunities for the development of proficiency in all three communicative modes: interpersonal, interpretive, and presentational. As long as maximizing the learning experience is the ultimate objective, technology incorporated in tandem with content, pedagogy, and lesson objectives can prove to be a powerful tool. Bush (1997) concurs: “Any effort to use technology in foreign language education must focus primarily on one objective: the improvement of the language-learning experience” (p. 345). Regardless of what modifications are



made to Technology in the Foreign Language Classroom, the ultimate goal remains unaltered: to create an instructional environment in which students' potential for language acquisition is maximized.

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Appendix

Technology in the Foreign Language Classroom Syllabus

Note:

Instructor contact information, course expectations, and other information specific to the instructor have been removed.

Course Description:

Applications of technology in the foreign language classroom including uses of the Web, e-mail, and foreign language software. Students will also learn how to develop and submit their professional portfolios electronically.

Required Materials:

Biyth, C.S. (1999). *Untangling the Web: Nonce's Guide to Language and Culture on the Internet*. New York: Nonce Publishing Consultants, Ltd. Available at the University Bookstore.

Florida Curriculum Framework: Foreign Languages–PreK-12 Sunshine State Standards and Instructional Practices. (1996) Tallahassee, FL: State of Florida, Department of State. Available at Sharp's Copies and Printing.

Course packet available at Sharp's Copies and Printing.

Online readings as indicated in the syllabus.

Zip disk (approximately \$10) at the UCF bookstore or any computer store.

Students will:

- * evaluate different foreign language software packages.
- * identify as resources a variety of foreign language sites on the Web.
- * establish an e-mail relationship with an individual from their target language country.
- * utilize an electronic template to develop their professional portfolios.
- * submit their professional portfolios electronically.
- * create a technology-based activity.
- * implement a technology-based activity.
- * engage in reflective thinking as they participate in class activities.
- * utilize technology in the creation of instructional materials.
- * access electronic support systems designed to facilitate teachers in the development of lessons plans, units, and curricula aligned with Florida's Sunshine State Standards.
- * Utilize World Wide Web Course Tool in the provision of grammatical feedback to foreign language students.
- * identify components of today's foreign language laboratory.

Course Assignments

1. Pair work: Collaboration with 1000-level foreign language students. In pairs, students will be assigned a 1000-level foreign language class (students will be given a class in the target language of their major). Students in each pair may alternate weeks of responsibility for this assignment; this arrangement is to be determined and maintained by the students themselves. Students will provide instructional feedback to 1000-level foreign language students submitting messages in the target language via WebCT. This assignment will provide the foreign language education majors practical experience in assessment, while providing them with an opportunity for collaboration with the foreign language students. Foreign language students will benefit by receiving individualized corrective grammatical feedback. The instructor will monitor interactions with the foreign language students. It is highly recommended that students print out copies of their interactions for evidence and record keeping.

2. Individual work: E-mail pen pal. Following the directions for Items A and B on p.107 of *Untangling the Web* or by visiting the Computer Pals Across the World Web site (<http://reach.ucf.edu/~cpaw>), establish an e-mail pen-pal relationship with an individual from the target country. Maintain copies of your and your pal's e-mail messages for submission to the instructor and for your own record-keeping purposes. Submit by e-mail or hard copy these messages to the instructor at three checkpoints throughout the semester as indicated in the syllabus.

3. Individual or pair work: Standards Worksheet. Complete the Standards worksheet. Provide one sample activity without technology and one sample activity incorporating technology for each standard indicated on the Standards worksheet. Students may begin completion of this worksheet during the class session on National and State Foreign Language Standards and Benchmarks.

4. Individual work: Technology-Generated Item. Submit an instructional item (transparency, poster, handout, etc.) that you created using a software program. The item must meet the criteria specified on the evaluation form attached to the syllabus. Include with the item a reflection addressing the following issues: a. your reactions to using PowerPoint and doing this assignment, b. how technology can enhance or hinder instruction, c. an explanation of how you would use the item within a lesson (please include a brief description of an imaginary or real lesson in which you might use this item), and d. an explanation of how you feel the item would enhance, rather than detract from, the lesson.

5. Individual or group work: Technology-Based Activity. Develop a 10-minute activity that is based upon cultural information that you have secured from the Internet. This assignment will be an indication of your ability to apply what you have obtained from the Internet to an actual classroom activity.

Write one to two paragraphs briefly describing an imaginary lesson upon which the activity will be based. (In other words, what have the students just been taught?) Then, using information acquired from the Internet, develop a 10-minute interactive activity (1-2 pages long and doesn't have to be in lesson plan format). Describe the activity in enough detail so that it may be replicated by others in future classrooms. Provide enough copies of the assignment to distribute to each student in the class.

In class, describe orally and briefly the lesson upon which activity is based. Then implement the activity with the class. After implementation, please turn in the written activity and Technology-Based Activity Evaluation Form. The evaluation form is attached to the syllabus.

6. Individual work: Presentation of Electronic Portfolios. The final project is a 15-minute presentation in which you share with the class your electronic Professional Portfolio.

7. Individual or pair work: School Observation. You are a new teacher in a school, so you need to find out what technology resources are available to you. What equipment is available to you in your school? Whom will you go to for help and information? What are other teachers in your school doing with technology, especially for languages? Find out what technology resources (audio, video, graphic, and computer) are available at a school. You might want to explore/investigate on your own first and then interview the media specialist or computer specialist if there is one (this can be a short interview—15 min). Find out if you need to check out or reserve equipment, who else uses the technology and how they use it. Use the school observation guide attached to the syllabus to assist you with this activity. This guide lists ideas for your investigation and reflection. Synthesize your thoughts into a 2-3 page (single-spaced) summary—you do not have to specifically answer every question from the guide.

8. Individual or group work: Software Evaluation. Software designed for use in teaching the target language or culture will be reviewed during a class session. Utilizing the software evaluation guide attached to the syllabus, review the software and include an application/reflection section in your review. A copy of your evaluation will be forwarded to the university's foreign language department for consideration in the purchase of new software.

9. Individual or pair work: List of Internet Sites. Prepare a list of 4 Internet sites that impressed you as being good foreign language resources. For each site, please state the following information (a recommended format for summarization of this information for each site is attached to the syllabus):

- a. Name of the site
- b. URL (address) of the site
- c. The site's main database information (e.g., Is it used mainly for locating jobs requiring foreign languages or is it used for locating pen pals, etc.?)
- d. Three reasons why you thought it was a good resource (e.g., it provided countless jobs that are available internationally; it searched for topics that are conceptually similar, etc.).

10. Final assessment: Individual work: Technology-Enhanced Lesson Presentation. Create a 20-minute interactive, hands-on, and culturally authentic lesson integrating technology in such a way that it enhances instruction and does not detract from presentation and acquisition of the lesson content. The lesson can be for elementary, middle, or high school students. This assignment serves as the main assessment of your comprehension of and ability to put into practice the principles and pedagogy that you have learned during our class. The areas on which you will be evaluated are indicated on the Lesson Presentation Evaluation Form. The form is attached to the syllabus. You will teach this lesson to the class on the last day of class and will be videotaped. Please bring your own blank videotape. Time will be provided after each lesson for feedback and reflection by both you and the class. The lesson plan for this presentation must include the information indicated on the Lesson Plan Evaluation Sheet attached to the syllabus. The format of the lesson plan can be found in the course packet.

School Observation Guide

PART ONE

Interview with media specialist. Below are some questions to ask the media specialist:

1. To which facilities and/or equipment (use the list below as a check list) do language teachers and their students in your school have access?
2. Is the equipment in the classroom available for checkout or in a lab you need to reserve?
3. Which equipment is utilized most often by the foreign language teachers? Why?
4. Who can help you if you have problems using the equipment?
 - * media specialist
 - * computer specialist
 - * librarian
 - * lead teacher
 - * other teachers/students

Audio

- * Audiocassette tape player
- * CD player
- * Audio tape duplicator
- * Audio tape editing equipment
- * Audio recording studio
- * Console language lab

Video

- * Videotape player
- * Videotape recorder
- * Videodisc player (bar code reader?)
- * DVD player
- * Video camcorder
- * Camera
- * Recording studio
- * Video editing equipment

Computer

- * Computer with sound and video capabilities



- * Printer
- * CD-ROM
- * Projection (LCD, projector, monitor)
- * Computer classroom
- * Computer lab
- * Network connection
- * Internet connection
- Other
 - * Slide projector
 - * Overhead projector
 - * Opaque projector

PART TWO

Observation of foreign language class (if possible). It would be very beneficial for you to observe a foreign language class that is using technology during a lesson. If possible, try to set up an observation of such a class. Then please respond to as many of the questions below as possible.

1. Where are the teacher and students? What equipment is being used?
2. What is the instructional purpose of the lesson? How does it fit into the overall teaching goals?
3. What is the lesson or activity? What is being taught?
4. How is the technology being used?
5. How do the students respond to the activity? The use of technology in general?
6. Why did the teacher use the technology? What need did it fill?
7. How often does the teacher use technology? For what purposes?

PART THREE

Reflect on the information you have gathered and what you have observed. Please discuss your opinions about the technology resources available and how they are used in the school of your observation.

In your opinion, is the level of technology and support adequate? Why or why not?

Did the teacher and students you observed use the technology to its greatest potential? What worked? What didn't? What would you do differently?

Note: Adapted from a guide created by K. Manning (1999).

Software Evaluation Guidelines

When reviewing software, take into consideration the following information:

Technical Considerations

- * Platform: Apple, PC-Compatible
- * Computer size and speed: RAM, Hz
- * Delivery formats: disks, CD-ROM, Internet
- * Peripherals: microphone, headphones, printer, Internet connections

Quality and Design

- * Text, graphics, audio and video clear/unclear
- * Effective use of text, graphics, audio and video (helpful/distracting)
- * Language fast/slow/dense/sparse
- * Uncluttered screens -visual focus point
- * Design captures and keeps attention
- * Activities challenging and intrinsically motivating

Content

- * Appears objective/biased/accurate/inaccurate
- * Authentic/scripted language



- * Authentic cultural information
- * Inoffensive culturally - violence/sexuality/humor/cultural norms
- * Language - standard/colloquial/slang/formal/informal/native/non-native/dialect/regional
- * Interesting/ attention getting

Type

- * Instructional/authentic
- * Tutorial
- * Drill and practice (meaningful/mechanical)
- * Game
- * Modeling
- * Discovery
- * Simulation
- * Cultural exploration
- * Communication exchange

Intended Audience

- * Age
- * Language level
- * Cultural knowledge
- * Computer familiarity
- * Academic vs. professional
- * Classroom vs. individual

Intended Instructional Purpose

- * Listening
 - * Speaking
 - * Reading
 - * Writing
 - * Culture
 - * Grammar
 - * Vocabulary
- #### Adaptability
- * Degree of variability for different learning levels
 - * Degree of integration in various learning/teaching styles
 - * Appropriate in a classroom or individual setting
 - * Permits student to work on own
 - * Promotes group work
 - * Authoring capability (change or add)

Interactivity

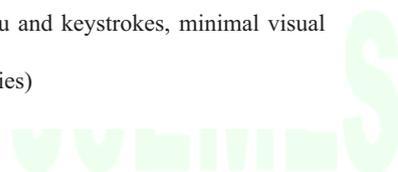
- * Degree of student control
- * Linear or branching sequencing of segments

Responses/feedback

- * Type of response required (specific/creative)
- * Checkpoints or tests
- * Hints toward correct answer
- * Built-in time or “tries” limits
- * Appropriate feedback (on both correct and incorrect answers)
- * Requires correct answer to continue

Ease of Use

- * Ease of installation (if performed)
- * Ease of operation (button/mouse use consistent, simple menu and keystrokes, minimal visual search time)
- * Ability to exit at any point or skip an item (browsing capabilities)
- * Provides clear prompts and directions



- * Help available
- Organizational Management
- * Record-keeping options (scoring of responses)
- * Data collection/research
- * Print option
- * Saves history/status of users
- * Exercises/text randomly generated so software can be used more than once by a student
- Support Materials
- * Teacher's manual
- * Student directions/workbook
- * Audio/video materials

Application/Reflection: As you write your reflection, please address the following questions.

Please include a rationale for each of your responses.

Consider a specific group of students (a class at your current school or your "dream" class) for this application/reflection.

Who will be using this software?

- * student/class language levels - beginner/intermediate/advanced
- * student/class target language goals - professional/academic/survival skills
- * nationality/age/interests
- * students' comfort level with computers

In what kind of facility (classroom, lab, home) will you (or your students) use this material?

Are the software's quality, content, type and support materials appropriate for your students' needs? Why or why not?

In your opinion, what are some of the strengths and weaknesses of this software?

For what purposes (curricular objectives) will you use the software?

- * present target language/cultural information
- * teach a language skill
- * provide practice
- * prompt student discussion
- * teach communication strategies
- * evaluate students

What teaching techniques would you use with this software and why?

- * pre- and post-activities
- * segment/whole

What need(s) does the use of the computer software fill for you that cannot be met by using other materials?

Note: Guide was created by K. Manning (1999).

Technology-Enhanced Lesson Presentation Evaluation Form

Student Name: _____

Your grade is based on the following criteria:

1. Clarity of lesson objectives.
2. Successful integration of technology (i.e., technology enhances instruction)
3. Demonstration of the ability to present language and culture in a contextualized way.
4. Use of a least two instructional strategies instead of lecture.
5. Appropriate and clear communication (verbal and nonverbal).
6. Provision of interactive experiences (e.g., simulations, role-play, cooperative learning)
7. Inclusion of appropriate mode(s) of assessment.
8. Focus of lesson is on attainment of objective(s).

0 points: No application of category.

1 point: Limited application of category.

2 points: Average application of category.

3 points: Thorough and elaborate application of category.

	0	1	2	3
1. Clarity of lesson objectives				
2. Integration of technology				
3. Contextualized presentation of language and culture				
4. Incorporation of strategies other than lecture				
5. Appropriate and clear communication				
6. Interactive experiences				
7. Appropriate assessment				
8. Focus of lesson				

TOTAL POINTS EARNED: _____

Instructor's comments:

Instructional Item Evaluation Form

Name: _____

Submit an instructional item (transparency, poster, handout, etc.) that you created using a software program. The item must meet the criteria specified below on this evaluation form. Include with the item a reflection addressing the following issues: a. your reactions to using the program and doing this assignment, b. how technology can enhance or hinder instruction, c. an explanation of how you would use the item within a lesson (please include a **brief** description of an imaginary or real lesson in which you might use this item), and d. an explanation of how you feel the item would enhance, rather than detract from, the lesson.

Please submit this evaluation form with your assignment. Your assignment will be evaluated according to the following criteria:

1. Appearance of item (Is it aesthetically pleasing? If there is text, is it easy to read?)
2. Reactions to using the program
3. Explanation concerning how technology can enhance or hinder instruction
4. Explanation of how item would be used within a lesson. Include a description of an imaginary or real lesson (this can be done in narrative form).
5. Explanation of how item will enhance, rather than detract from, the above lesson.
6. Presence or absence of typos, grammatical errors, spelling mistakes, etc.

The following constitutes the point system utilized in assessing your performance in each of the above categories.

- 0 points: Limited performance
- 1 point: Average performance
- 2 points: Excellent performance

	0	1	2
1. Appearance of item			N/A
2. Reactions to using the program			
3. Explanation concerning how technology can enhance or hinder instruction			
4. Explanation of how item would be used within a lesson (include a description of the lesson)			
5. Explanation of how item will enhance lesson			
6. Mechanics (errors - 0 points; no errors - 1 point)			N/A

TOTAL POINTS EARNED: _____

Instructor's comments:



Technology-Based Activity Evaluation Form

Name(s): _____

Read a professional journal article dealing with technology in the foreign language classroom. Examples of foreign language journals are *Hispania*, *Foreign Language Annals*, and *Modern Language Journal*. The instructor also has journals you may borrow. You may also access a journal article off the Internet. Write one to two paragraphs describing an imaginary lesson upon which your technology-based activity will be based. (In other words, what have the students just been taught?) Then, utilizing ideas/strategies from the article, develop a technology-based activity (1-2 pages long and doesn't have to be in lesson plan format). Describe the assignment in enough detail so that it may be replicated in future classrooms. Provide enough copies of the assignment to distribute to each student in the class.

Reflect on the development of this assignment, relating it to one of the sections of the Professional Portfolio.

Please submit this evaluation form with your assignment. Staple to this form the following items:

- a. Printout of journal article
- b. Bibliographical citation of article* (Follow APA format.)
- c. Typed description of technology-based activity (including imaginary lesson)*
- d. Reflection

You will earn points according to the following criteria:

- (2 points) _____ Appropriateness of journal article
- (1 point) _____ Accurate bibliographical format (APA format)
- (1 point) _____ Inclusion of copy of article
- (2 points) _____ Description of imaginary lesson
- (2 points) _____ Description of technology-based activity
- (1 point) _____ No mistakes in grammar, punctuation, spelling, or typing
- (1 point) _____ Provision of enough copies of activity for entire class

TOTAL POINTS EARNED: _____

Instructor's comments:

Technology-Enhanced Lesson Presentation Plan Evaluation Form

Name: _____

The lesson plan is to be typed and submitted with all lesson materials to the instructor the day of the lesson presentation. Please submit all materials in a folder.

1. Lesson plan: (1 point each)

- a. Unit title _____
- b. Lesson title _____
- c. Grade level _____
- d. FL proficiency _____
- e. Standard(s) _____
- f. Benchmark(s) _____
- g. Language objectives _____
- h. Content objectives _____
- i. Culture objectives _____
- j. Materials _____
- k. Length of lesson _____
- l. Procedures _____
- m. Evaluation _____
- n. Follow-up activities _____
- o. No typos, etc. _____

2. Collection of materials

- a. Inclusion of all materials (2 points) _____
- b. Lacking some materials (1 point) _____
- c. Lacking all materials (0 points) _____

TOTAL POINTS EARNED: _____

Instructor's comments:

