Integrated Templates for Teaching with Technology

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Telephoning

Webquests

Digital Recording

Digital Storytelling

Puzzle Pieces

Mindful of limited budgets and existing resources, second and foreign language instructors are looking for new ways to support and enhance curricula. By implementing effective technology into classroom and expansion activities, the instructor is able to provide fun, meaningful, and authentic exposure to the target language while creating an interactive and collaborative learning experience. Multiple skill sets can be developed by using various programs that work cross-platform, are not specific to a particular product, and are readily available at little to no cost to the teachers and students. Additionally, many learners use smartphones in daily life, which can also be used to create a mobile learning experience. These templates are easily customizable to allow for various content types or focus areas. By using real world applications of the language, the techniques foster student engagement and experiential learning. These templates also promote original and creative work, include various targeted objectives, and further develop higher order thinking skills. They can be scaffolded for controlled, guided, and communicative activities that work as short assignments, larger projects, or even assessments.

By integrating four types of tools, language learners are able to accomplish authentic tasks and develop multiple skill sets.

Adjustments are possible for appropriate use in academic, adult, business English, or special purposes settings, and other languages.

Telephoning

Telephone skills are very important for successful communication and negotiation of meaning. Traditional telephone interactions can be more difficult than in-person conversations, as non-verbal communication cues are not available to the interlocutors. With the assistance of mobile devices and computers, students are also able to engage in video calls. Telephoning activities usually involve role-plays and promote extemporaneous speaking. Spoken content and meaning are of utmost importance. In role-plays, the information could consist of a topic (authentic) that students must speak to or information gap activities that students must negotiate to ensure an agreeable outcome. A simple pair share activity could be changed to a telephone conversation.

Examples:

Information Gap Activities
- *Scheduling*
- *Negotiating*
- *Inquiring/Giving Information*

Role Playing
- *Given specific roles/topics*
- *Students create scenario*

Real-World Information
- *Learners schedule to meet*
- *Gather new information*

Video Conferencing
- *Meeting simulations*
- *Working on group work*
- *Conversation partners*

Webquests (WebQuests)

Students use the Internet to search the World Wide Web in order to solve a specific task. Activities address target vocabulary and inductive syntax imbedded in real-world sources. Additionally, learners explore content and culture in the target language. Research emulates an authentic native speaker task. This task-based and content-based learning activity focuses on reading (or listening). Writing can be added by answering questions, creating a report, and speaking can be supported by working in pairs or small groups.

Examples:

Online "Shopping"
- *Clothing*
- *Home Décor/Housing*

Travel Planning
- *Accommodations*
- *Transportation*
- *Food/Dining*
- *Attractions/Entertainment*

Specific Research
- *Content-based inquiries and information gathering*
- *Quantitative, Qualitative, Empirical*

Digital Recording

Audio and video recording allows students to collect new information, and also serve as a valuable self-assessment tool. Students can create digital recordings for the purpose of gathering new information, role-playing, practicing pronunciation, building fluency, and obtaining language samples for further analysis. Additionally, video recording provides learners a chance to become aware of non-verbal elements that accompany their speech. Digital recording also offers students the opportunity to re-record as many times as they would like to keep perfecting their product. Finally, the finished product can be used for a formal assessment, benchmark piece, or added to a portfolio.

Examples:

Pronunciation & Fluency
- *Mimicking a previously recorded language sample*
- *Partner conversations outside of class*
- *Personal narratives*
- *Storytelling/process speech/interviews*

Self Assessment
- *Individual projects*
- *Group presentations*
- *Speech & Body language*

Digital Storytelling

Learners have an opportunity to create a multi-media presentation by capturing and sharing acquired information or to create original pieces integrating different forms of media and practicing various linguistic elements. Besides developing language skills, learners are enhancing presentation skills. This type of activity can help students move through the process of brainstorming, researching, drafting, editing, and revising phases to allow for learning through feedback. Depending on the technology used, students can create formal presentations better suited for face-to-face environments or shared in an online environment. Building on community, collaboration, and communication, the product can be created individually, in pairs, or in small groups. Finally, projects like these allow students to take ownership of their work, have a product that can be placed in a portfolio, and give them a voice in a new language.
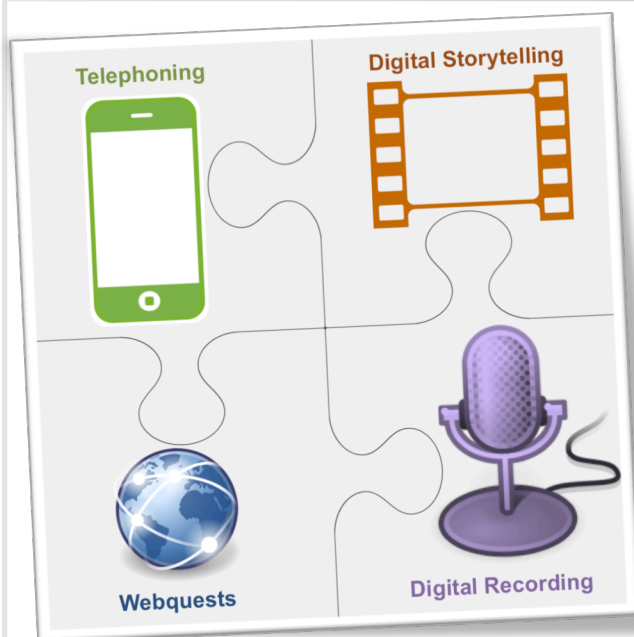
Examples:

Cultural Presentations
- *Art, Food, Customs, Cities*

Content-Based
- *Marketing proposals*
- *Science presentation*
- *Book Report*
- *Subject specific presentation*

Interaction & Engagement
- *Students can work together*
- *Access to authentic sources*

Putting the Pieces Together

Gone are the days of a teacher-centered, grammar translation language class. Today's learners (and teachers) are looking for meaningful and communicative ways of engaging with each other and the target language. Studies show that the use of technology in pedagogically sound ways helps to increase learner autonomy and intrinsic motivation. Each of the four technology tools can be used to implement activities with pedagogical reasoning. The programs and apps necessary are readily available on most smartphones, computers, or other mobile devices – and are often standard or available free or for a small fee. Additionally, the tools and activities can be combined to provide more substance to the language learning process. By utilizing more than one technology, students are able to connect pieces of their language acquisition with existing knowledge and prior experiences.

Examples of Combinations:

Webquests and Telephoning
- *Students search the Internet to obtain necessary information to role-play on the telephone. (Students obtain information through a webquest with each partner able to find information for the role appropriate role in a telephone conversation – for example: a store employee and a potential new customer – find information for store hours, store location/directions to the store, product information/availability, etc.)*
- *Digital Recording could be included to turn in an assignment or for learner assessment.*

Telephoning, Webquests, Digital Recording, & Digital Storytelling
- *Students can combine each of these activities to create a collaborative group project.*
  - ***Telephoning** to schedule group meetings, regularly communicating about the project, working remotely (especially with video capabilities), and obtaining information to be included in the presentation.*
  - ***Webquests** to research the topic and gather information.*
  - ***Digital Recording** to obtain images, sound bites, or video to be used in the presentation. If the presentation is in a face-to-face environment, digital recording can be used to video the presentation.*
  - ***Digital Storytelling** to create the multi-media presentation and work through the writing and presentation process.*

About the Presenter

Kirsten Stauffer is a second year M.A. student in Linguistics & TESOL at the University of Colorado Boulder and a part time lecturer at UCB's International English Center. She has experience teaching ESL/EFL: Adult Community, Business English, IEP, and Teacher Training in the United States, Chile, and Germany.

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