

**USES OF NEW TECHNOLOGY  
TO ENHANCE TEACHING  
IN THE  
WORLD LANGUAGE CLASSROOM**

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# USES OF NEW TECHNOLOGY TO ENHANCE TEACHING IN THE WORLD LANGUAGE CLASSROOM

## 1. Tablet PC / LCD combination

The Tablet PC / LCD is a wonderful teaching combination in the World Language classroom. With these tools, the teacher has a sort of high tech chalkboard. If wireless, the teacher can move around the room and write, eliminating the need to stand at the board. The teacher can click and bring in the world through the Internet. Images are portrayed on the large screen so all can see.

## 2. Google: <http://www.google.com/> (for videos, maps, & images)

## 3. You Tube: <http://www.youtube.com/browse?s=mp>

## 4. Websites that teach and present ideas for teaching:

<http://phpwebquest.org>

<http://spanish.about.com/>

<http://www.lingolex.com/spanish.htm>

[www.miscositas.com](http://www.miscositas.com)

<http://www.spanish.bz/teaching-spanish.htm>

[http://spanish.about.com/od/teachingresources/Resources\\_for\\_Spanish\\_Teachers.htm](http://spanish.about.com/od/teachingresources/Resources_for_Spanish_Teachers.htm)

[http://www.teach-nology.com/teachers/lesson\\_plans/languages/spanish/](http://www.teach-nology.com/teachers/lesson_plans/languages/spanish/)

<http://www.spanishlanguage.co.uk/resources.htm>

<http://www.teachspanish.com/lessonideas.htm>

[http://www.eduref.org/cgi-bin/lessons.cgi/Foreign\\_Language/Spanish](http://www.eduref.org/cgi-bin/lessons.cgi/Foreign_Language/Spanish)

<http://www.clta.net/lessons/>

[http://www.education-world.com/foreign\\_lang/classroom/spanish.shtm](http://www.education-world.com/foreign_lang/classroom/spanish.shtm)

<http://www.enchantedlearning.com/themes/spanish.shtml>

## 5. Online conjugators:

<http://www.conjugation.org/>  
<http://www.lingolex.com/conjugatorform.htm>  
<http://users.ipfw.edu/JEHLE/VERBLIST.HTM>  
<http://www.prologo.net/spanconj/>

## 6. Grammar help online:

<http://spanish.about.com/>  
<http://uts.cc.utexas.edu/~annw/gramatica.html>  
<http://www.colby.edu/~bknelson/exercises/>  
<http://www.cuyamaca.edu/ddetwile/Resources/spanishgrammar.asp>  
<http://www.trinity.edu/mstroud/grammar/>  
<http://www.uni.edu/becker/Spanish3.html>

## 7. Culture online:

<http://spanish.about.com/>  
<http://globegate.utm.edu/spanish/span.html>  
<http://www.uni.edu/becker/Spanish3.html>

[The above examples are for Spanish, but it is easy to find Internet resources for any culture. Try typing in the name of any country in Google, and you will find a myriad of websites for your possible use in the classroom.]

## 8. Children's songs, crafts, and games:

<http://www.quia.com/shared/spanish/>  
<http://www.tsl.state.tx.us/ld/projects/ninos/songsrhymes.html>  
<http://www.geocities.com/Athens/Delphi/1794/childrensspanish.html>  
<http://www.juegosycanciones.com/juegos.html>  
<http://www.songsforteaching.com/spanishsongs.htm>  
<http://www.mamalisa.com/world/mexico.html>  
<http://www.geocities.com/Athens/Delphi/1794/childrensspanish.html>  
<http://www.songsforteaching.com/spanishgrammarsongs.htm>  
<http://www.nacnet.org/assunta/cancion.htm>  
<http://www.caslt.org/research/musicsp2.htm>  
<http://www.primerae> <http://www.dltk-kids.com/world/mexico/index.htm> <http://www.scuela.com/>  
<http://www.enchantedlearning.com/Spanish/>  
<http://www.uni.edu/becker/children.html>  
<http://www.miscositas.com/>  
<http://www.colby.edu/~bknelson/exercises/>

## 9. Vocabulary lists:

<http://spanish.speak7.com/>  
<http://www.rcagular.com/spanish/sp-lists.htm>  
[http://spanish.about.com/od/spanishvocabulary/Learn\\_Spanish\\_Vocabulary.htm](http://spanish.about.com/od/spanishvocabulary/Learn_Spanish_Vocabulary.htm)  
<http://www.fastq.com/~jbpratt/education/mypages/myfreeworksheets.html>  
<http://www.smartphrase.com/Spanish/spanish.shtm>  
<http://spanish.about.com/cs/vocabulary/a/obviouswrong.htm>  
<http://www.spanishspanish.com/>

## 10. Sites that enhance the teaching of literature: (Example: *Le Petit Prince*)

[http://en.wikipedia.org/wiki/The\\_Little\\_Prince](http://en.wikipedia.org/wiki/The_Little_Prince)  
<http://www.lepetitprince.fr/>  
<http://www3.sympatico.ca/gaston.ringuelet/lepetitprince/>  
<http://www.richmond.edu/~jpausen/petitprince/petitprince.html>  
<http://www.saint-exupery.org/>  
<http://www.patoche.org/lepetitprince/index.html>  
<http://www.westegg.com/exupery/>  
<http://www.cours.fse.ulaval.ca/frn-19972/h98/travenprojet/doc/projet1/extextlitt/am1tp2gb.html>

## 11. Pre-made PowerPoint presentations online:

[The examples below are for Spanish. For other languages, go to Google and type in the language you need + PowerPoint. You will see a language-specific selection of free, pre-made PowerPoint presentations.]

<http://www.npcts.edu/spanish/pp/slideshows.htm>  
<http://tpduggan.tripod.com/powerp.html>  
<http://www.byui.edu/foreignlanguage/spanishPP.htm>  
[http://campus.northpark.edu/spanish/sp1010\\_1020.htm](http://campus.northpark.edu/spanish/sp1010_1020.htm)  
<http://training.scottcounty.net/PowerPoint%20Files/Spanish%20PowerPoint%20Files/>  
<http://jc-schools.net/tutorials/tools/foreignlang.html>  
<http://www.worldofteaching.com/spanishpowerpoints.html>  
<http://cw3th31.remote.schoolcenter.com/education/components/docmgr/default.php?sectiondetailid=25427&catfilter=249&PHPSESSID=93538b1eb3b46f454c904667b7107c29>

## 12. Pre-made Web Quests online:

[The examples below are for Spanish. For other languages, go to Google and type in the language you need + Web Quest. You will see a language-specific selection of free, pre-made Web Quests.]

[http://www.shs.d211.org/ForeignLang/faculty/Jll/spanish\\_webquest.htm](http://www.shs.d211.org/ForeignLang/faculty/Jll/spanish_webquest.htm)

[http://www.personal.psu.edu/faculty/j/x/jxz8/Student\\_Webquests/Bradley\\_Knudsen/WEBQUEST.HTML](http://www.personal.psu.edu/faculty/j/x/jxz8/Student_Webquests/Bradley_Knudsen/WEBQUEST.HTML)

<http://cte.jhu.edu/techacademy/fellows/hintz/webquest/sdindex.html>

[http://asterix.ednet.lsu.edu/~ylou/4507/WebQuest2001-](http://asterix.ednet.lsu.edu/~ylou/4507/WebQuest2001-3/Beatrizladowebquest/valencia.html)

[3/Beatrizladowebquest/valencia.html](http://asterix.ednet.lsu.edu/~ylou/4507/WebQuest2001-3/Beatrizladowebquest/valencia.html)

[http://www.marcoele.com/phpwebquest/webquest/soporte\\_derecha\\_w.php?id\\_actividad=2&id\\_pagina=1&PHPSESSID=500de947a91de9a49265f4bb594a430a](http://www.marcoele.com/phpwebquest/webquest/soporte_derecha_w.php?id_actividad=2&id_pagina=1&PHPSESSID=500de947a91de9a49265f4bb594a430a)

<http://questgarden.com/46/88/2/070219201117/>

[http://www.proele.info/wq/webquest/soporte\\_mondrian\\_w.php?id\\_actividad=190&id\\_pagina=1](http://www.proele.info/wq/webquest/soporte_mondrian_w.php?id_actividad=190&id_pagina=1)

<http://questgarden.com/46/12/5/070205140313/>

<http://questgarden.com/38/22/0/070127141942/>

<http://www.dsusd.k12.ca.us/users/manuelh/LaFiestaBrava.html>

<http://www.dsusd.k12.ca.us/users/manuelh/Don%20Quijote.htm>

<http://es.geocities.com/jennymagaly2000/index.html>

<http://es.geocities.com/cargraa872001/INDEX.HTM>

<http://www.nd.edu/~civespan/webquests/musica/index.html>

<http://www.macomb.k12.mi.us/wq/wqtrav.htm>

<http://www.geocities.com/Heartland/Hollow/1264/webcreation.html>

<http://www.teacherlink.usu.edu/tlresources/units/HodgesSpring2005/KrystalWilkins/index.htm>

[http://fc.bigwalnut.k12.oh.us/~Laura\\_Laidley/cinodemayo.htm](http://fc.bigwalnut.k12.oh.us/~Laura_Laidley/cinodemayo.htm)

<http://www.geocities.com/Athens/Oracle/6676/>

[http://education.nmsu.edu/webquest/wq/inquest/inquest\\_esp.html](http://education.nmsu.edu/webquest/wq/inquest/inquest_esp.html)

<http://www.usd320.k12.ks.us/solar/spanish/SpWebQue.html>

[http://192.107.108.56/portfolios/m/marks\\_da/webquest/](http://192.107.108.56/portfolios/m/marks_da/webquest/)

## 13. State Department of Education websites:

Many States have excellent Department of Education websites, including New Jersey:

<http://www.state.nj.us/education/frameworks/worldlanguages/>

## 14. Online textbook-specific sites:

Many recently published textbooks offer accompanying websites accessible to purchasers. These sites provide vocabulary review, grammar explanations, extra exercises, and practice quizzes. Example: *Bien dit!*

<http://preview.hrw.com>

Use the sample word: WL08

Enter your contact info, username, and password

Log in at: <http://my.hrw.com>

Available at this site: online edition (includes activities, online workbook, online grammar tutor, student page viewer, downloadable audio and video files, and online voice recording)

## 15. Audacity:

<http://audacity.sourceforge.net/about/>

This fantastic free website allows teachers and students to tape and edit their own voices. It is a way all language teachers can make digital recordings. All you need is a microphone.

## 16. Websites of language teachers' organizations:

The websites for FLENJ, ACTFL, and language-specific organizations are rich resources for World Language teachers.

<http://www.actfl.org/i4a/page s/index.cfm?pageid=1>

<http://www.flenj.org/> [includes rubrics and Thematically Organized Assessments]

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

<http://www.aatf-nj.org/>

<http://www.aatf-nj.org/scriptcontent/index.cfm>

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

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

<http://www.aclclassics.org/index.html>

<http://www.classk12.org/Files/about.htm>

<http://www.aati-online.org/>

<http://www.geocities.com/itanj/>

## 17. iPods and Pod casts

Most easily made with Garageband and the iTunes Store!

[http://images.apple.com/au/education/ipod/pdf/iPod\\_WorldLanguages.pdf](http://images.apple.com/au/education/ipod/pdf/iPod_WorldLanguages.pdf)

[Information on incorporating iPods in World Language teaching]

<http://freelanguage.org/learn-spanish/world-nomads-ipod-spanish-language-podcasts>

[http://www.andeantravelweb.com/peru/tips/learning\\_spanish.html](http://www.andeantravelweb.com/peru/tips/learning_spanish.html)

[These are great for personal enrichment, and some universities and a few high schools use them as aids in instruction. Be careful to preview them to ensure quality.]

## 18. Portable digital recorders

Portable digital recorders range in price from around \$25 upwards. They are an excellent way to tape students in class. Teachers can pre-record voices and play them in class, or they can tape their students. Example: listening and the speaking sections on a French midterm exam:

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### **Speaking and Listening Sections of the French III Midterm**

#### **Speaking Sections A & B: Total of X points**

##### **Part A: Total of X points**

You will write and present a short dialogue (approximately three minutes in length) on a topic selected from one of the four chapters studied this semester. You will be graded by rubric for language control, vocabulary use, comprehensibility, impact, and communication strategies.

##### **Part B: Total of X points**

You will answer four questions orally. I have selected five questions from each of the first four chapters of *C'est ça* to be used for this section. Each question comes from one of the two *Parlons de toi* exercises of each chapter.

You will be asked to pick a number from a bag (1-5). This number corresponds to a certain question. I will read the question twice only. You may not ask for clarification. You will respond as fully as possible within one minute.

#### **Listening: Total of X points**

You will hear two passages read and will answer five questions in writing about each one. You will write using complete sentences.

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#### **Rubric for Speaking Section Part B**

Nom \_\_\_\_\_ **Total Score:** \_\_\_\_\_

##### Chapitre 1

##### Chapitre 3

Question # \_\_\_\_\_ Note: \_\_\_\_\_ Question # \_\_\_\_\_ Note: \_\_\_\_\_

##### Chapitre 2

##### Chapitre 4

Question # \_\_\_\_\_ Note: \_\_\_\_\_ Question # \_\_\_\_\_ Note: \_\_\_\_\_

#### **Scale:**

- 3 – Appropriate, logical response with no grammatical errors and good pronunciation
- 2 – Appropriate response with grammatical error that does not interfere with communication and has acceptable pronunciation
- 1 – Appropriate response with grammatical error that does interfere with communication (question is understood) or pronunciation is incomprehensible

0 – Inappropriate or no response (did not understand question)

**Presentational Rubric**  
**For Section A of the Speaking Section (Adapted from the FLENJ rubric)**

	<b>3</b>	<b>2</b>	<b>1</b>
	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Does not meet Expectations</b>
<p><b>How well do I communicate?</b>  (Text Type and Language Control )</p>	I create with the language by using strings of sentences and am generally accurate.	I create with language by using simple sentences and some strings of sentences and am occasionally accurate.	I use simple sentences, isolated words, and memorized phrases with accuracy.
<p><b>What kind of vocabulary do I use?</b>  (Vocabulary Use)</p>	I use a wide range of vocabulary appropriate to the topic most of the time.	I use a range of vocabulary that accomplishes the task. However, occasionally I may use the wrong word or expression.	I use basic vocabulary and resort to English when I am unable to communicate my message.
<p><b>How well am I understood?</b>  (Comprehensibility)</p>	I am generally understood by those unaccustomed to the speaking/writing of language learners.	I am generally understood by those accustomed to the speaking/writing of language learners.	I am understood with occasional difficulty by those accustomed to the speaking/writing of language learners.
<p><b>How well do I capture and maintain my audience's attention?</b>  (Impact)</p>	I make good choices of phrases, images, and content to maintain the attention of the audience.	I make some good choices of phrases, images, and content to maintain the attention of the audience.	I use mostly gestures or visuals to maintain audience's attention. I use some phrases, but my vocabulary conveys very basic information.
<p><b>How organized and fluent is my presentation?</b>  (Communication Strategies)</p>	I organize my presentation in a logical manner. I speak/write with fluency.	I organize my presentation in a logical manner. I pause a few times, disrupting the flow.	I focus mostly on the completion of the task; I pay little attention to the organization and flow of my presentation.

Total: \_\_\_\_\_  
**X**

Comments: